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The monograph describes the theoretical and practical aspects of the development of science in Ukraine and the EU countries. There are distinguished the general issues on the literary theory, comparative literary studies, comparative-historical and typological language studies, theory and practice of translation, literature of foreign countries, along with psychology of social work and activity in specific conditions, etc. The publication is designed for scientists, lecturers, postgraduates, students, as well as a wide range of readers.

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## CHAPTER «PHILOLOGICAL SCIENCES»

### PRAGMATIC TYPES OF CRITICAL REMARKS IN ENGLISH-LANGUAGE RESEARCH ARTICLES IN PSYCHOLOGY

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**Abstract.** The article analyzes pragmatic types of criticism in English-language research articles in Psychology, whereas the research article is considered to be the leading genre of English-language scientific discourse. The issue has been studied in a corpus of 35 English-language research articles in Psychology published in scientific journals of the UK and the USA. The methods used in the research include definitive, text, text-interpretation, component, pragmatic-functional, quantitative analysis, as well as cognitive-discursive interpretation method. According to the obtained results, the pragmatic potential of criticism in the English-language research article in Psychology is represented by modifications of negative evaluation, which form not two types of criticism as indicated in other studies that deal with pragmatic types of academic criticism, but three types, which include: weak criticism, moderate criticism, and strong criticism. In order to determine modifications of expressing negative evaluation in critical remarks we used their formal features (extendedness / unextendedness of a critical remark), content features (belonging of a critical remark to the personal / impersonal type), means of negative evaluation (explicit (lexical or lexico-grammatical) means of negative evaluation, implicit means of negative evaluation), the use of hedges and boosters. Weak criticism in research articles in Psychology is verbalized with unextended, impersonal critical remarks that have explicit lexico-grammatical means of negative evaluation or, less often, implicit means of

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negative evaluation. Most weak critical remarks are also hedged. Pragmatic potential of strong critical remarks varies depending on their features. The most intensive strong critical remarks are extended and personal ones with explicit lexical means of negative evaluation and boosters. If a strong critical is extended, indefinite-personal and contains explicit lexical means of negative evaluation, as well as explicit lexico-grammatical means of negative evaluation and implicit means, boosters and hedges, it becomes less intensive than the one described above. The latter pragmatic features are typical for most strong critical remarks in English-language research articles in Psychology. Moderate criticism has the widest range of characteristics forming numerous configurations. Moderate critical remarks can have intermediate pragmatic features (belonging of a critical remark to indefinite-personal type, using explicit lexico-grammatical means of negative evaluation) and / or it can also have a combination of features that are typical for weak criticism and for strong criticism and are combined in equal / different proportions that offset one another. In conclusion, modern scholars when writing their research articles in Psychology use moderate critical remarks much more often than weak critical remarks or strong critical remarks.

### 1. Introduction

The increasing role of science in the life of modern society, integration processes in the world scientific community, together with acquiring the status of *lingua franca* by the English language have all led to the fact that nowadays linguistics scholars focus even more attention on English-language scientific discourse and its genres. In particular, the research article, which is considered to be the leading genre of English-language scientific discourse, has been studied as a whole and in its individual components. However, such an important and obligatory component of research article as criticism has not been studied enough, there is still a need for discussing pragmatic types of critical remarks in English-language research articles in Psychology.

Therefore the aim of the study is to describe and analyze pragmatic types of criticism in English-language research articles in Psychology.

With this in mind, we have to fulfil the following research objectives: to outline the pragmatic types of criticisms in an English-language research article in Psychology, and to analyze typical configurations of the characteristics of each type of criticism.



The object of the study is a critical remark in the English-language research article in Psychology. The subject of research is the pragmatic characteristics of criticism in English-language research articles in Psychology.

The problem has been studied in a corpus of 35 English-language research articles in Psychology which were published in scientific journals of the UK and the USA from 2009 to 2011. The methods used to carry out the research include definitive, component, text, text-interpretation, pragmatic-functional, quantitative analysis, and cognitive-discursive interpretation method.

### **2. Classification of pragmatic types of criticism**

Criticism, viewed in this paper as a negative evaluation judgement, is a discursive phenomenon – a scholar’s mental activity and its verbal realization based on the corresponding fragment of knowledge (a stereotypical scenario) and meant to reach the strategic aim: to expose and to eliminate the shortcomings of research activities [1]. Criticism is a text fragment verbalized as critical remarks (CR) in any part of the research article (RA).

Pragmatic features of criticism, in particular the intensity of negative evaluation, have been addressed in a few studies. According to their authors, verbalization of negative evaluation in criticism is related to a particular language and culture, that is, to the linguistic and cultural community to which the scholar belongs [5, p. 64], as well as to the academic discipline and personality of the scholar [3, p. 73]

At the same time, the linguists are unanimous in their opinion that English-speaking scholars are not inclined to express harsh criticism in their works.

The generally accepted norm of English-language scientific discourse is the authors’ ability to subtly convince their audience – first of all, of course, journal editors and referees – of the soundness and validity of their own empirically-based claims. When criticizing, authors have to be careful, “politically correct” and “diplomatic”, they cannot be offensive, ironical or sarcastic. This is useful for the authors themselves, as violating this rule may in the future make them objects of strong criticism, which in turn may adversely affect their scientific reputation or that of the institutions they work at [5, p. 76–77]. That’s why it is in their interest not to criticize their peers in too harsh and direct a tone, but in a subtle, disguised fashion [5, p. 78]. Therefore harsh criticism is rare in English academic writing.

The fact that CRs can have different level of directness/indirectness was the reason for developing their classifications, that is defining different pragmatic types of CRs.

For example, Salager Meyer has divided criticism into 2 broad categories (*direct* and *indirect*) according to their level of directness/indirectness:

a) direct criticism (straightforward, overt “attack”) is a strong, unmodulated utterance of the truth of whose propositional content the writer takes full responsibility;

b) indirect criticism is a covert, subdued or “polite” criticism [6, p. 28–29].

In Giannoni’s terms, the classification of criticism developed by Salager Meyer looks as follows: implicit critical speech acts (where more indirect rhetorical devices are preferred for conveying disagreement) and explicit critical speech acts (which use more overt rhetorical devices) [3, p.80].

In the classification worked out by A. Fagan and P. Martin Martin, these types of criticism have other names: + *hedging* (direct academic criticism) and –*hedging* (indirect academic criticism) [2, p. 128].

Harwood classifies criticism into “mild” where authors simply argue that an otherwise excellent paper suffers from a minor flaw and the harsher type that identifies a more serious flaw, or may even baldly state that the paper is wrong [4].

However, in our opinion, categorizing CRs into pragmatic types cannot be as clear as, for example, classifying CRs into their formal types, so using a three-type, rather than a two-type classification of pragmatic types of criticism, as in other papers, can help get more reliable results when analyzing English-language research articles.

Taking into account the theories of other scholars and the results obtained during our analysis of empirical material, in our study we propose to classify CRs in the English-language RAs in Psychology into three pragmatic types, namely: weak, moderate and strong CRs. Each of these types of criticism is characterized by a number of special features.

The defining criteria for establishing whether or not a CR corresponds with any of these types were characteristics revealed during our analysis of formal, structural and content aspects of criticism [1], such as:

– extendedness / unextendedness of a CR (the more extended the CR, the more intensive its pragmatic meaning, i.e. the larger size of a CR corresponds to strengthening of criticism, the smaller size of a CR corresponds with weakening of criticism);

– methods of expressing negative evaluation (direct, explicit expression of negative evaluation with the use of lexical means is the most categorical, and it makes criticism stronger; while expressing negative evaluation with the help of explicit lexico-grammatical means we consider to be a little less categorical, and we believe that it makes criticism weaker to some extent; expressing negative evaluation with implicit means reduces categoricity, mitigates criticism, and therefore, it also makes criticism weaker);

– CR belonging to the personal / impersonal type (the presence of a direct verbal indication of the scientist whose work has a limitation / shortcoming makes the criticism stronger; when it belongs to indirect (indefinite-personal) type, the CR becomes less categorical; while the absence of information concerning the scholar who is the object of criticism (impersonal CRs) mitigates criticism).

– the presence / absence of hedges / boosters, the former of which are focused on mitigating criticism and the latter are used in order to make criticism stronger.

It should also be noted that pragmatic types of CRs, which, at first glance it seems logical to analyze sequentially (weak, moderate, and strong criticism), were studied in the research in the following order:

– firstly, we defined weak and strong CRs (based on identifying essential characteristics of CRs that make the pragmatic potential of criticism weaker or stronger);

– secondly, the CRs that we could not classify into any of these types were referred to as moderate CRs, and then their typical characteristics were systematized.

### 3. Weak criticism

Based on the analysis of the RA corpus, we define weak CRs as those which are:

1) unextended (i.e. they consist of one utterance and formally correspond to one simple or complex sentence);

2) impersonal (the object of negative evaluation in a CR, that is a person whose scientific activities are criticized, is not verbally indicated in the CR, or the object of criticism is scientific community as a whole);

3) characteristic of using implicit means of negative evaluation or explicit lexico-grammatical means of negative evaluation;

4) hedged.

As a result of the analysis of the empirical material, we have registered CRs that have a complete set of the characteristics mentioned above, e.g.:

(1) *To date, no research has identified treatment options available for those with mental health problems in the primary care setting.*

The CR in Example (1) we refer to weak criticism, because it is unextended (formally, it corresponds to one simple sentence), impersonal (a particular person / group of people criticized in the CR can not be identified using the text of the RA, because research community as a whole acts as an object of criticism). The CR has explicit lexico-grammatical means of negative evaluation (*no research has identified*), and a hedge presented by the time deictic expression *to date*.

(2) *<...> however, further research is needed to confirm our findings in other samples with a larger number of cases.*

CR (2) is considered to be an example of weak type of criticism because it is unextended (it is represented by one simple sentence), impersonal, contains implicit means of negative evaluation (*further research is needed* → *isn't studied enough*), and a hedge – passive voice (*is needed*).

(3) *To our knowledge, no other study has examined levels of knowledge and acceptance of biological evolution within a select sample of the community of educational psychologists, educational researchers, and other education professionals.*

This CR illustrates weak criticism as it is unextended (at the formal level, it corresponds to one complex sentence) and impersonal. The CR uses explicit lexical means of negative evaluation (*no other study has examined*), as well as a hedge – an expression demonstrating the author's personal doubt and direct involvement (*to our knowledge*).

In addition, during the analysis of empirical material, we have also found CRs, that do not have all of the features of weak criticism mentioned above, in particular we registered CRs that do not have any hedges, e.g.:

(4) *Although not describing in detail the behavior patterns of the play, many ethnographic studies provide evidence for locomotor play such as chasing, running, climbing, jumping down, sliding, swinging and different forms of acrobatics in a wide range of hunting-and-gathering and agricultural village cultures throughout the world (see, e.g., Gosso, Ota, Morais, Ribeiro, and Bussab, 2005; Power, 2000; Smith, 1982, 2005).*

(5) *However, scientific exploration of self-protective processes in pregnancy is still in its infancy.*

CR (4) and CR (5) are unextended (each of them formally corresponds to one simple sentence), impersonal, CR (4) contains explicit lexico-grammatical means of negative evaluation (*not describing in detail*), whereas CR (5) uses implicit means of negative evaluation (*scientific exploration of self-protective processes is still in its infancy* → *isn't studied enough*), hedges in both the CRs are not registered.

It has been found that weak criticism makes up 26.79% of all the CRs.

Besides CRs in the English-language RAs in Psychology that have all the characteristics typical for weak criticism are the most numerous (91% of CRs representing weak criticism), and most of them (81.03%) contain explicit lexico-grammatical means of negative evaluation (implicit means of negative evaluation in CRs which belong to this type were recorded in 18.97% of all weak CRs correspondingly).

The percentage of weak CRs in English-language RAs in Psychology not revealing all their potential characteristics is only 9.4%. Furthermore, absence of hedges is typical for the most of these CRs, as in CR (4) and CR (5).

The obtained results show that focusing only on hedges or mitigating devices, explicitness or implicitness of criticism (its means of negative evaluation), etc., does not give sufficient grounds to interpret criticism as “soft” (in terms of this study weak) or more “harsh”: in modifying pragmatic meaning different characteristics of CRs participate, which together determine the essence of such modifications.

#### 4. Strong criticism

CRs that belong to this type of criticism:

1) are extended (contact, or contact and distant [1]), i.e. the CRs consist of two or more utterances, each of which at the formal level corresponds with one simple / complex sentence;

2) are personal (definite-personal or indefinite-personal [1]), that is, the identity of the researcher whose scientific activity(-ies) is criticized can be identified from the text of the RA due to availability of explicit data about this person (name, surname, place of work, title of the scientific work, year of publication, etc.);

3) contain explicit lexical means of negative evaluation (which can be accompanied by explicit lexico-grammatical means of negative evaluation and / or implicit means);

4) contain boosters.

However, it should be noted that, according to the obtained results, due to sociocultural features of the English–language scientific discourse, most strong CRs also have antagonistic characteristics in addition to those listed above, namely, they contain hedges. Since, in general, this feature is neutralized by other characteristics of strong criticism, we do not consider the use of hedges to be an obstacle to classifying a particular CR as an example of strong criticism.

Among the examples of the material used to perform the research were recorded CRs which have all of the characteristics of strong criticism described above, e.g.:

(6) *This study was an outcome study investigating the effectiveness regarding three different treatment groups, psychologically/psychodynamically-oriented-, pharmacological treatment ant its combination in a routine psychiatric unit. <...> There are many limitations in the study. First, a limitation is that the treatment groups were fairly small and also the unequal sizes of the treatment groups. This leads to a restricted power and a risk of type II error; implying a limited ability to detect group differences. This applies to all treatment groups but is especially evident concerning the pharmacological group and any non-differences for this group versus the other treatment groups may be due to the very small sample. Also the analyses regarding CS and RCI are very unsure due to the small sample sizes. Further, no control group was used which means that all positive outcome may be credited to a natural remission of symptoms and cannot with certainty be attributed to the treatments. Threats like maturation or other external influences may be present. However, each treatment is separately shown in randomised trials as having a documented effect, so this is not very likely. Further, the fact that no random assignment of patients to the treatments was made implies that selective referrals cannot be ruled out. However, it would be ethically impossible to withhold treatments from patients in this kind of public service psychiatric setting and randomisation would also undermine the clinical representativeness. <...> The unequal distribution of diagnosis across the treatment groups may nevertheless be a limitation*

to the generalisability of the study. Also, a limitation may be the impact of the dropout group.

The CR in Example (6) illustrates strong criticism, as it is extended (consists of ten utterances), contact and distant (utterances constituting the CR are both located one immediately after another, and have between them other utterances that are not critical), introverted definite-personal (the data on the subject of scientific activity – object of criticism is given in the title of the RA, that is the author of the article (*Håkan Johansson Ph.D*)). Negative evaluation is verbalized using explicit lexical means (*limitations, limitation, unequal, error, threat, limited, small, unsure*), as well as explicit lexico-grammatical means of negative evaluation (*no random assignment of patients to the treatments was made; referrals cannot be ruled out*). The CR contains boosters (*evident, very, with certainty*) and hedges: modal verb expressing possibility *may* and passive voice (*be credited, was made, be ruled out*).

(7) *It is important to note a number of limitations with the current survey. This was a telephone survey which only contacted private households. As a result, others such as refugees, homeless people, and people who live in sheltered accommodation may not have been included. Furthermore, no distinction was made between the various types of medication such as major and minor tranquillizers or antipsychotics or anxiolytics, which limits further investigation into factors that predict use of particular medication subgroups. It is possible that certain subgroups of the population may be more likely to be prescribed particular subgroups of psychotropic medication.*

Example (7) represents a CR that belongs to strong criticism, as it is extended (it contains 5 utterances), contact (utterances constituting the CR are located one immediately after another, forming a cohesive text fragment), introverted definite-personal (the subject of scientific activity can be identified, it is the author of the article). Negative evaluation in the CR is verbalized explicitly through the use of linguistic units with negative semantics (*limitations, only, limit*). The CR also has explicit lexico-grammatical means of negative evaluation (*others <...> may not have been included; no distinction was made*), and boosters represented by the adverb *likely*. The CR is hedged by using passive voice (*has been included, was made, be prescribed*), impersonal construction (*it is possible*) that has a possibility adjective *possible*, modal verb *may*, and approximator *more*.

At the same time, the research material contains CRs that do not have such a characteristic of strong criticism as the use of boosters, e.g.:

(8) **Limitations**

*This study has some limitations. First, this study was conducted in a sample of students at 14 colleges and universities in the Midwest, a majority of which were female and Caucasian. While the sample characteristics reflect the characteristics of the school populations, these findings may not generalize to other university populations. Second, the low response rate to the Internet screening survey was also an issue and might suggest responder bias. <...> In addition, previous online research has yielded much lower response rates (29-32%) among the general population<sup>(48)</sup> and a wide range of response rates (17-52%) among college students.<sup>(49)</sup> Third, these analyses were based on self-report data and, thus, some students may have been influenced to give socially desirable answers (i.e., minimize credit card debt, smoking, and other risky health behaviors). In addition, because this is a cross-sectional sample, it is difficult to ascertain the nature and development of the relationship between risky health behavior and credit card debt.*

Example (8) demonstrates a strong CR, because it is extended (it contains 7 utterances that formally correspond to simple or complex sentences), contact and distant, introverted definite-personal (the subject of scientific activity – the object of criticism can be identified, that is the author of the article). In the CR negative evaluation is verbalized explicitly using lexical units with negative semantics – nouns (*limitations, bias*), adjective *difficult*, as well as using explicit lexico-grammatical and implicit means of negative evaluation. The CR is hedged by passive voice (*was conducted, have been influenced*), approximator *some*, modal verbs expressing possibility (*may, might*), epistemic verb *suggest*, and impersonal construction *it is difficult*, but it has no boosters.

(9) *<...> the results can be misleading since they fail to reveal the complex distribution of outcome. Some patients may gain substantial effect, some little effect and some may be impaired, but the extent of the individual patient's improvement after therapy, compared to well-functioning peers, is not captured. Furthermore, a revealed statistically significant effect may be of no practical and clinical meaningful importance.*

CR (9) is an example of strong criticism, since it is extended (it consists of 3 utterances that formally correspond to simple or complex sentences),



contact, introverted definite-personal (data on the scholar whose scientific activity is subject to criticism can be reconstructed from the text of the RA, they are the authors of the article). The CR has explicit lexical means of negative evaluation (*misleading, fail*) and explicit lexico-grammatical means (*the extent is not captured; effect may be of no importance*). It is hedged by the modal verb *can*, approximator *more* and passive voice (*be taken, were considered, be avoided, be obtained*), but it does not have boosters.

Among the CRs that represent strong criticism, the CRs that have the full potential of the essential characteristics of strong criticism make up 76.4% of all strong CRs (however, as already mentioned, they also have the atypical characteristic, i.e. the use of hedges). Those CRs that do not have all the characteristics typical for this pragmatic type of criticism account for 23.6% of strong CRs (but most of them have no boosters).

It is also worth noting that extendedness of the CR is typical for all strong CRs, such CRs are usually contact (53.8%), and contact and distant (41.12%) (distant CRs make up only 5.08% of all strong CRs), which, in our opinion, is a manifestation of the criticism intensification, since the coherent verbalisation of critical utterances enhances their pragmatic potential. At the same time, such factor of criticism intensification as negative evaluation verbalized explicitly with lexical means only, is recorded in 21.94% of all strong CRs. 78.06% of strong CRs use explicit lexical means of negative evaluation together with explicit lexico-grammatical and / or implicit means. Moreover, the number of introverted strong CRs is larger than the number of extraverted strong CRs (63.57% and 36.43% of all CRs belonging to this pragmatic type of criticism correspondingly), which proves that in more than half of the cases, the author of the CR criticizes himself / herself, rather than another scholar.

In general, strong CRs are the least numerous, as long as they account for 19.64% of the total number of CRs.

### 5. Moderate criticism

This pragmatic type has the greatest potential of characteristics, thus occupying the intermediate position between weak and strong criticism.

In establishing its potential, first of all it was taken into account that the second and third groups of characteristics have both clear oppositions (impersonal CRs and definite-personal CRs; explicit lexical means of negative eval-

uation – implicit means of negative evaluation) and mediums (indefinite-personal CRs; explicit lexico-grammatical means of negative evaluation), which we decided to consider as characteristics typical for moderate criticism. The rest of the characteristics of CRs belonging to this type partly coincide with those typical for weak criticism (unextendedness, and the use of hedges), and partly with those peculiar to strong criticism (extendedness, and the use of boosters). That is in addition to characteristics typical for moderate criticism, a moderate CR can have some of the characteristics typical for weak and some characteristics typical for strong criticism.

It is possible for moderate criticism not to have characteristics that occupy an intermediate position (indefinite-personality, explicit lexico-grammatical means of negative evaluation). In this case, they are partly replaced by the characteristics of weak criticism and of strong criticism.

Typical configurations of characteristics inherent in moderate criticism in English-language research article in Psychology are as follows:

– Unextendedness, impersonality, using explicit lexical means of negative evaluation, and the use of hedges (12.8% of all moderate CRs):

(10) *Regarding Extraversion, results seem to be inconsistent as we mentioned it before.*

(11) *Research on discrete emotions like anger is relatively limited; and this limitation is more pronounced in the elderly population.*

In the above examples, the CRs are unextended (both the CRs correspond to one simple sentence) and impersonal. They contain explicit lexical means of negative evaluation (CR (10) – *inconsistent*; CR (11) – *limited, limitation*), and hedges (CR (10) – semi-auxiliary *seem*, CR (11) – approximators (*relatively, more*), and passive voice (*is limited*)).

Consequently, in the CRs with these characteristics, the features of weak criticism (unextendedness, impersonality, and hedges) coexist with features typical for strong criticism, which is the most categorical as far as the method and means of expressing negative evaluation are concerned.

As in case of other pragmatic types, among the CRs that belong to this type there are those that do not contain hedges or boosters and, accordingly, have such features as unextendedness, impersonality, and the use of explicit lexical means of negative evaluation (6.72% of all the CRs).

(12) *Research on the anger emotion is increasing, but there are still unresolved methodological and theoretical issues concerning the domain*

of anger (anger vs. aggression vs. hostility) and about the components of anger (feelings, thoughts, physiological, behavioral, musculoskeletal).

(13) *There is paucity of information on the epidemiology of this disorder in the developing world, especially among university students.*

CRs in Example (12) and Example (13) are unextended (CR (12) corresponds to a complex sentence, CR (13) to a simple sentence), impersonal (the above examples criticize the scientific community as a whole), negative evaluation is verbalized by explicit lexical means (CR (12) – adjective *unresolved*, CR (13) – noun *paucity*).

As we can see, this configuration, as well as the previous one, combines characteristics typical for strong criticism (explicit lexical means of negative evaluation) and characteristics typical for weak criticism (unextendedness, impersonality).

– Unextendedness, personality, explicit lexico-grammatical means or implicit means of negative evaluation, and using hedges (12.16% of all moderate CRs):

(14) *If one considers mate selection as studied extensively in evolutionary psychology (for example, see<sup>22</sup>), this issue of anxiety makes sense considering the separate difficulties in long-term versus short-term mating strategies between men and women. This evolutionary perspective does not, however, provide a handy explanation for why women might actually do better under conditions of anxiety.*

(15) *Our stimuli have only a dark limbal ring or no limbal ring; perhaps adding more subtle variations to the limbal rings would lead to more nuanced results.*

CR (14) and CR (15) are unextended (both of them correspond to one complex sentence), extroverted definite-personal (objects of criticism, i.e. the subjects of scientific activity which is criticized, in Example (14) are represented by whose names and works that are made reference to in the utterance preceding the CR, and in Example (15) they are referenced in the CR itself), negative evaluation is expressed using explicit lexico-grammatical means (CR (14) – *perspective does not provide a handy explanation*) or implicit means of negative evaluation (CR (15) – *our stimuli have only a dark limbal ring or no limbal ring* → *isn't studied enough*; *adding more subtle variations to the limbal rings would lead to more nuanced results* → *isn't studied enough*). The CRs are hedged (CR (14) – using thematiza-

tion shift (*evolutionary perspective does not, however, provide*), modal verb expressing possibility *might*; CR (15) – approximator *more*, modal verb *would*, and probability adverb *perhaps*).

Similarly to the previous one, in this configuration the characteristics of the CRs coincide with both those typical for weak criticism (unextendedness, explicit lexico-grammatical means of negative evaluation or implicit means of negative evaluation, and hedges), and strong criticism (personality), whereas characteristics inherent in weak criticism are prevailing.

– Extendedness, impersonality, explicit lexico-grammatical means or implicit means of negative evaluation, the use of hedges (9.4% of all moderate CRs):

(16) *Findings from this study indicate the need for further research among this population in two primary areas. First, additional focus groups should be held to explore the experiences of culturally and racially diverse family members of veterans, minor siblings of veterans, and family members who have joined formal organizations, such as Blue Star Mothers and Military Families Speak Out. Second, in addition to gathering qualitative data, surveys and scales to assess physical ailments, mental disorders (i.e., anxiety and depression), and help seeking behaviors should be implemented.*

CR in Example (16) is extended (it consists of 3 utterances), contact, impersonal, contains implicit means of negative evaluation (*findings indicate need for further research* → *isn't studied enough*; *additional focus groups should be held* → *isn't studied enough*; *surveys and scales should be implemented* → *isn't studied enough*), and hedges – passive voice (*be held, be implemented*).

In this configuration of characteristics, as well as in the preceding ones, outweigh those inherent in weak criticism: impersonality, the use of hedges are combined with implicit means of negative evaluation, or explicit lexico-grammatical means of the negative evaluation; the only feature typical for strong criticism is extendedness.

– Unextendedness, impersonality, explicit lexico-grammatical means of negative evaluation or implicit means of negative evaluation, and using boosters (10.37% of all moderate CRs):

(17) *Previous studies of depression, anxiety and stress on people in institutions of learning focused mainly on teachers and school administrators.*

This potentially possible variant is represented by CR (17), which is unextended, impersonal and contains implicit means of negative evaluation (*previous studies of depression, anxiety and stress on people in institutions of learning focused mainly on teachers and school administrators → isn't studied enough*), as well as a booster (adverb *mainly*).

Thus, in this set of characteristics prevail those inherent in weak criticism (unextendedness, impersonality, non-categorical way / means of expressing negative evaluation), the only feature of strong criticism here is the use of boosters.

– Extendedness, impersonality, explicit lexical means of negative evaluation, and boosters, e.g. (9.19% of all moderate CRs):

(18) *There are even less data available on the health and well-being of spouses and children of military service members, and virtually no research on the health and well-being of parents, partners, siblings and other relatives of war veterans.*

*Addressing the effects of war on spouses and children of veterans is crucial, not only for their well-being, but also for the well-being of veterans. However, there is a paucity of information about indirect effects of war on loved ones (other than spouses) in the lives of veterans, i.e., parents, partners (i.e., girlfriends, boyfriends, fiancées, those living in a committed relationship without benefit of marriage), siblings and extended family members.*

CR (18) is extended (it corresponds to two utterances), distant (in the CR there are non-critical utterances between other utterances that constitute the CR), explicit lexical means of negative evaluation (*paucity*), as well as implicit means of negative evaluation (*there are even less data available → isn't studied enough*), and boosters – adverbs (*even, virtually*).

This configuration combines some features of strong criticism (extendedness, explicit lexical means of negative evaluation, the use of boosters), which brings it closer to strong criticism, and it has only one feature inherent in weak criticism, i.e. impersonality.

– Unextendedness, personality, explicit lexical means of negative evaluation, and presence of hedges (11.8% of all moderate CRs):

(19) *To date, empirical investigations of how individuals modify their behavior when they know or sense that they are observed by others have neglected moral judgments (e.g. Haley and Fessler, 2005; Kurzban, DeScioli, and O'Brien, 2007; Piazza and Bering, 2008).*

CR (19) is unextended (it corresponds to one complex sentence), extroverted definite-personal (the examples indicate the names of the scholars whose works are criticized), uses explicit lexical means of negative evaluation (*neglected*), hedges – time deictic expression *to date* and passive voice (*are observed*).

CRs of this type are similar to the previous ones, since in this configuration, its two characteristics (unextendedness, presence of hedges) correspond with weak criticism, while the other two (personality; explicit lexical means of negative evaluation) with strong criticism.

– Unextendedness, impersonality, explicit lexical means of negative evaluation, and presence of boosters (8.81% of all moderate CRs):

(20) *Psychometric testing in older adults, particular those over the age of 60 is limited across all instruments.*

In Example (20), the CR is unextended, impersonal, has explicit lexical means of negative evaluation (*limited*), and boosters (*particular, all*).

Thereby, in this configuration the characteristics typical for weak criticism (unextendedness, impersonality) are balanced by explicit lexical means of negative evaluation, and boosters.

– Extendedness, impersonality, explicit lexical means of negative evaluation, and hedges (7.83% of all moderate CRs):

(21) *On the other hand, studies on mental health in general and anxiety disorders in particular, often neglect a person's perception of his or her quality of life. Judging the impact of a mental disorder based on symptomatic distress, while ignoring one's overall quality of life, is incomplete.*

The CR in Example (21) is extended (it is made of two utterances), contact, impersonal, uses explicit lexical means of negative evaluation (*neglect, ignoring, incomplete*), and has a hedge – approximator *often*.

Thus far, in this configuration, we have a combination of features inherent in weak criticism (impersonality, hedges) with features of strong criticism (extendedness, explicit lexical means of negative evaluation).

– Extendedness, personality, explicit lexico-grammatical means of negative evaluation or implicit means of negative evaluation, and the use of hedges (6.17% of all moderate CRs):

(22) *Because there were only seven women who participated in this study, our result are more valid for men. These findings may have two ma-*

*for implications, one for evolutionary psychology and one for personality psychology; however, these suggestions have to be treated cautiously as a consequence of the small sample size.*

CR (22) is extended (it contains 2 utterances), distant, introverted (the subject of criticism is the author of the RA), and has implicit means of negative evaluation (*because there were only seven women who participated in this study → isn't studied enough, our result are more valid for men → it's bad, these suggestions have to be treated cautiously → isn't studied enough*), and a hedge – approximator *more*.

In this configuration, the characteristics of weak and strong criticism are distributed approximately equally: on the one hand, it uses hedges and expresses negative evaluation in a non-categorical way, on the other hand, it is characterized with extendedness and personality.

– Unextendedness, personality, explicit lexico-grammatical means of negative evaluation or implicit means of negative evaluation, and the use of boosters (5.72% of all moderate CRs):

(23) *Unfortunately, these studies focus mostly on mood and less on other depression-related symptoms, such as anxiety, hopelessness, impulsivity or anger* <sup>(8, 9, 10)</sup>.

CR (23) is unextended (it consists of one sentence), personal (it contains information about the authors whose scientific activity is criticised in the form of a reference). The CR has implicit means of negative evaluation (*studies focus mostly on mood and less on other depression-related symptoms → isn't studied enough*), and a booster – adverb *mostly*.

As you can see, in this configuration, the features of weak and strong criticism are presented in equal numbers: unextendedness and non-categorical expression of negative evaluation inherent in weak criticism are combined with personality and the use of boosters typical for strong criticism.

The analysis of the empirical material has shown that, for moderate criticism unextendedness is more typical than extendedness (63.5% and 36.5% of all CRs of this type); impersonality is more typical than personality (56.81% and 43.19% respectively); explicit lexical means of negative evaluation are used more often than explicit lexico-grammatical means or implicit means of negative evaluation (61.33%, 23.75% and 14.92%, respectively); the percentage of hedges is more numerous than that of boosters (86.24% and 18.15% of the CRs respectively).

In general, CRs that belong to the pragmatic type of moderate criticism were registered in 53.57% of the total number of CRs.

## 6. Conclusions

The main conclusion that can be drawn is that as far as pragmatic types of critical remarks in English-language research articles in Psychology are concerned, moderate criticism is used more often than weak criticism and strong criticism. Thereby the results of our study have confirmed the views of English-speaking researchers concerning the atypicality of harsh criticism in academic environment. First, this is proved by high percentage of CRs belonging to weak and moderate criticism and, accordingly, by far less often use of strong critical remarks; second, strong criticism can have characteristics which make it not too threatening (in particular English-language research articles in Psychology are characterized with high percentage of self-criticism), and to a certain extent strong critical remarks are mitigated with hedges which were found to be used in a high number of critical remarks belonging to this type.

Future work should also concentrate on performing comparative interlingual and interdisciplinary studies in pragmatic types of critical remarks in research articles.

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**THE INFLUENCE OF LINGUISTIC AND EXTRALINGUISTIC  
FACTORS ON THE DERIVATIONAL POTENTIAL  
OF SUBSTANTIVES IN THE MODERN UKRAINIAN LANGUAGE**

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**Abstract.** Today, the issue of identifying the typology of word formation, which is based on the functional load of the formative words, becomes relevant for the development of Ukrainian derivatology, and its solution is possible only within the framework of a recently developed approach. In word formation, it is called base-centric because it is focused on the stem as a typology-based factor. The purpose of the base-centric direction is to describe the derivational potential of different classes of formative lexemes, to specify the linguistic and extra-linguistic factors that determine their word-forming ability. The research goal is to identify the structural and semantic typology of the relevant noun units, find out the factors that regulate the derivational capacity of Ukrainian names of trade tools, body parts and metals. The key tasks are as follows: to analyse the factors influencing the word-forming ability of formative nouns; to consider the semantic correlation of formative nouns and their derivatives; to study ways and means of realization of derivational meanings of the desubstantives. The research subject is linguistic and extralinguistic factors of producing lexemes from names of trade tools, body parts and metals. The study materials can be used in derivation studies when describing a derivative family of words, for characteristics of the word-formation system of desubstantives in the papers of monographic nature. Findings and materials can be used for the compilation of morpheme and word-forming dictionaries as well as academic courses on morphemics and word-formation and in relevant

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textbooks and study guides. Ukrainian names of trade tools, body parts, and metals are included in the lexical system of the Ukrainian language as lexical-semantic groups of words. Taking into account the semantic characteristics of the formative words under consideration, their structural and functional parameters, it is defined the dominant factors that influence the word-formation capacity of the studied groups of formative bases. They are as follows: lexical semantics of formative words, symbolic nature of meanings, stylistic marking, synonymous character, derivation / non-derivation, system substitution (it refers to derivative's redundancy given that a derivate with another formant is formed from another formative word but with the same meaning or common functional lexical unit of non-word formation structure takes its place in the lexical system of the language). Implementation of the outlined semantics by derivatives originating from the names of trade tools, parts of the body and metals is due to a variety of means among which suffixation dominates. The means of word formation are also prefixes, confixes (especially when creating derivatives from somatisms), postfix -ся, which is combined with suffixes or confixes. Compound derivatives are formed by word-, compounding or word-, compounding with suffixation elements.

### 1. Introduction

For a long time, the key role in the systematization and classification of derivatives as well as their structuring was given to a word-formation morpheme that performs classification, conceptual, clarifying, semantic and evaluation-stylistic functions, and the role of the derivational base has been ignored.

At the present stage of the development of Ukrainian derivatology, the issue of identifying the typology of word formation, which is based on the functional load of words, becomes relevant, and the solution of this issue is possible only within the framework of the approach that has been formed recently. Word-formation calls its base-centric because it is oriented on the formative base as a typological factor. The purpose of the base-centric direction is to describe the derivational potential of different types of formative lexemes, to find out linguistic and extra-linguistic factors determining their word-formation capacity.

The reference to the noun as a formative base is because the noun and verb as the central parts of the language form the nucleus of the word-

formation base of Ukrainian derivation, and the names chosen for the study represent a large layer of Ukrainian vocabulary whose denotations play an important role in human life. The selection of the mentioned three groups of formative words is due to their different semantic-grammatical characteristics that allow identifying the factors that determine the derivative behavior of formative words and influence their word formation power.

The research goal is to identify the structural and semantic typology of the relevant noun units, find out the factors that regulate the derivational power of Ukrainian names of trade tools, body parts and metals.

According to the purpose in view, there are specific tasks:

- to analyse factors which influence the word formation capacity of formative nouns;
- to consider semantic correlation of formative nouns with their derivatives;
- to study the ways and means of implementation of word-formation meanings of the specified desubstantives.

The research object is noun-based word formation of the modern Ukrainian language.

The research subject is linguistic and extra-linguistic factors producing lexemes from the names of trade tools, parts of the body and metals.

Lexical-semantic groups of the names of trade tools, parts of the body and metals, which are characterized by the common nature of general categorical meaning of objectivity, are contrasted each other with a number of lexical and grammatical features that affect their derivative potential, determine the corpus of word-formation meanings with which derivatives from the specified group of formative words can be formed. Such groups of formative words are a good basis for a multifaceted study of the word-forming capacity of nouns as a class of formative words.

Base-centric studies of the derivational potential of nouns imply the separation of the studied formative words from the substantive space, their inventory, the establishment of quantitative composition and intragroup structuring and characterization of semantic-grammatical peculiarities which are important in terms of their influence on word formation.

The complex unit of definition and description of word formation capacity of classes of formative words is the word formation paradigm. The range of semantic positions of the typical word-formation paradigm of the names

of trade tools, parts of the body and metals and their realization by specific formative words, length and depth of positions objectify the derivative behavior and word-formation productivity of the formative words under consideration.

## 2. The aspects of factors study

The base-centric study of word formation involves the establishment of factors which regulate the word-forming behavior of different classes of formative lexemes. The identification of such factors is important in modern derivatology because it allows to establish certain patterns of word formation processes, in particular, in derivation from the names of trade tools, parts of the body and metals, to predict the formation of new derivatives, to find out the reasons for failure of word-formation capacity of root words in the individual semantic positions etc.

The issue of factors regulating the word-formation behaviour of formative words has been studied by a large number of scholars, however, at the present stage, it is still insufficiently studied. Thus, in Russian linguistics, the following scholars have dealt with the issue under consideration: O. Zemska [5], I. Myloslavskiy [11], V. Lopatin [9], I. Ulukhanov [12], L. Denysyk [3], M. Kapral [6] et al. In Ukrainian linguistics, V. Greshchuk [2], N. Klymenko [8], O. Mykytyn [10], I. Dzhochka [4], R. Bachkur [1] et al. have studied the issue. In Ukrainian adjective-base word formation, special attention is paid to the semantics of formative adjectives, their structural characteristics and valence in all their manifestations: “The system factors that determine the word-formation behavior of a formative word are semantics and compatibility of a formative word closely related to it” [2, p. 9]. According to N.F. Klymenko, one of the factors which influence the derivative behavior of a word is a degree of word formation. It is found that the farther the derivative from the top member of word family is, the lower its word-formation capacity is: “The simpler the structure of a word-formation model is, that is, the smaller the degree of word-forming transformations of a base within a model is, the more words interpret it in the language... Increase in complexity of the model and degree of transformation of the base is accompanied by a decrease in the number of words which translate this word-formation model” [8, p. 19].

Studying the derivative behavior of nouns, the authors determine the following set of factors of their word-formation capacity: quantitative

parameters and qualitative composition of specific word-formation paradigms of different lexical-semantic groups of nouns depend on the lexical and grammatical semantics of the top word, its phonomorphemic structure, activity and sphere of functioning in the language and parole, origin etc. Semantic-syntactic links also determine the word-formation behavior of a formative noun.

O. Mykytyn also defines the similar set of factors of noun-based derivation (names of relatives and affinal relations, names of liquids and abstract nouns) stating that “the realization of derivative potential by specific nouns depends on their semantic and pragmatic factors and conjunctive capacity. The affiliation of a formative noun to the appropriate subgroup of a lexical-semantic or structural-semantic group is important when interpreting word-forming capacity... The word-forming capacity of formative nouns is directly related to their compound capacities, which depend on semantics of roots. Establishing the factors that determine the implementation of the relevant typical word-formation meaning by specific nouns, the authors also take into account the structural features of the formative words and pragmatic characteristics that correlate with frequency. Often, the lack of some derivatives is because the fact that the relevant meaning is adequately rendered by non-derivative means” [10, p. 164].

Studying the word-formation potential of borrowings in the modern Ukrainian language, L. Kysliuk also concludes about “the dependence of word-formation potential on borrowing age... A large array of borrowings in the Ukrainian language has zero word-formation realization. It is commonly caused by relatively recent age of borrowing or by the lack of a social need in a particular word” [7, p. 12].

Analyzing the word-formation capacity of verbs of a particular physical action with the semantics of object creation, I. Dzhochka notes that “an important system factor that determines the word-formation potential of verbs is their valence characteristics. Formative derivatives can form only those derivatives whose meaning is provided by the valence structure of the motivating word” [4, p. 164], and observations of the word-formation capacity of destructive verbs also make it possible to state: “dominant factors that determine derivational transformations of source units are their semantics and valence closely related to its” [4, p. 55]. “...valence properties of the base play an important role in the derivative processes...” [4, p. 64].

“The nature of the word-formation potential of the noun mainly depends on its semantic structure: the subject-identifying or denoted names, the denotative or significative nature of semantics, the type of relation to the referent (ontological, functional or epistemic)” [5, p. 24]. Most Russian scholars consider a semantic component as the main factor that correlates with the word-formation capabilities of different classes of formative words, including nouns: “different factors influence the implementation of word-formation capabilities of nouns but semantic constraint of their co-occurrence with affixes plays the central role” [6, p. 69]. When analysing word-formation capabilities of nouns of substantives, I.H. Myloslavskiy also draws attention to the semantic factor: “...the ability to realize ... the meaning in the derivative depends on the semantic characteristics of the formative words” [11, p. 148].

O. Zemska defines general characteristics that are common to the word formation of different lexical and grammatical groups of words: “Such common features are observed in the structure of word-forming paradigms of different parts of speech: 1) well-used words have more abundant word-forming paradigms than rare words; 2) neutral words have broader paradigms than connotative words; 3) words which have free co-occurrence have broader paradigms than words with a constraint co-occurrence; 4) words that relate to human goal-directed activity, spheres important for human life have broader word-forming paradigms than words that name phenomena of another variety” [5, p. 16].

Analyzing the word-formation ability of Russian names of persons, M. Kapral notes that “the most important factor is the motivation / non-motivation of the names of persons. The valence of non-motivated units is 2.2 times higher than the valence of motivated ones” [6, p. 7].

Besides these factors, there are others which cause high or low word-formation valence of names of persons, in particular: “motivation / non-motivation of original names of persons, their word-formation structure and degree of word-formation (for derivatives), number of lexical meanings, inclusion in antonymic pairs, functional-stylistic properties, origin (specific Russian – foreign names of persons), phonetic length (number of syllables), nature of the final of the basis, “dominance” (ability of the name of the person to act as a dominant in synonym chain), affiliation to epicene” [6, p. 6–7].

Studying Russian material nouns, L. Denysyk notes: “Word-formation potentials of material nouns are affected by morphological, word-formation, morphological, semantic characteristics of motivational bases, their belonging to limited vocabulary, the novelty of a large part of the studied, especially terminological vocabulary, and factors that adversely affect the word-formation capabilities of the formative bases are their derivative and semantic motivation” [3, p. 13].

N. Yusupova also marks similar set of factors which influence the word-formation capacity of formative words. She emphasizes semantic and formal, structural and word-formation constraints as well as stylistic and lexical ones. These factors “affect the co-occurrence of bases with affixes” [13, p. 6]. The scholar believes that semantic factor is the most essential, which she sees in the inconsistency of morphemes’ meanings.

N. Yusupova determines the following formal constraints: peculiarities of the sound and syllabic composition of derivatives: a) the nature of the final sound of the base, including the availability of certain conjugations of consonants at the end of the base; b) possibility of alternations; c) number of syllables; the place of emphasis in the formative and possible derivative [13, p. 8].

There is a distinct typology of word-formation capacity established by R. Bachkur who marks 2 groups of factors. The first group includes different features of formative words as units of lexical and grammatical language system: polysemy / monosemy, connotative nature / neutrality, symbolism / non-symbolism, dominance / non-dominance, synonymy / non-synonymy, derivation / non-derivation, large phonetic length / small phonetic length, structural-morphological complexity / structural-morphological simplicity, foreign origin / non-foreign, the availability of a complete inflectional paradigm / defective nature of inflectional paradigm, stylistic and functional neutrality / stylistic-functional markedness (dialectal, vernacular, colloquial, obsolete, etc.) [1, p. 150].

The second group consists of extra-linguistic characteristics of denotations which are represented by the analyzed formative words. Such characteristics (religious-mystical use of a plant or animal (in cults, ceremonies, arcane rites, etc.) / religious-mystical unmarked nature of name of an animal or plant; frequency / non-frequency reflecting the importance of denotation in human activity; distribution of an animal or plant in Ukraine / exotic, ornamental plant or animal; extinct species of

plant or animal / currently available species of plant or animal; domestic (cultivated) animal or plant / wild (wild) animal or plant; taxonomic class of plant or animal [1, p. 164]) also indirectly influence the word-formation capacity of formative nouns.

Thus, the above set of factors which regulate the word-formation capacity of some lexical-thematic groups is quite full, but it doesn't reflect all reasons which are peculiar to the thematic groups under consideration: names of trade tools, names of parts of the body and names of metals. For this very reason, it is essential to specify and update them.

### **3. Factors of word-forming behavior of the names of trade tools, body parts and metals in the modern Ukrainian language**

Ukrainian names of trade tools, body parts, and metals are included in the lexical system of the Ukrainian language as certain lexical-semantic groups of words. Taking into account the semantic characteristics of the studied formatives, their structural and functional parameters, the authors determine the dominant factors that influence the word-forming capacity of the studied groups of formatives.

They are as follows: lexical semantics; symbolic nature of meanings; stylistic marking; synonymous character; derivation / non-derivation; system substitution (it refers to derivative's redundancy given that a derivate with another formant is formed from another formative word but with the same meaning or common functional lexical unit of non-word formation structure takes its place in the lexical system of language).

**Lexical semantics.** First of all, the possible set and quantity of potential derivatives depends on the affiliation of the formative substantive to a particular lexical-semantic group and the nature of the lexical semantics of the names of trade tools, somatisms or metals.

The names of agricultural trade tools and the names of resident (household) tools produce the highest number of derivatives among the names of trade tools: *голка* (*голючка, голкар, голковий, голчаний, голкоподібний, голчастий* (in 1 meaning), *голчастий* (in 2 meaning.)), *граблі* (*грабельки, граблики, грабляр, грабилно, граблина, граблище грабельний, граблестий* (coll.)), *лопата* (*лопатка, лопаточка, лопатник, лопатилно, лопатний, лопатити*), *мітла* (*мітлище, мітляр, мітлище, мітлиця, мітловий, мітлоподібний, мітластий*) etc.



The most productive names of external body parts are as follows: *голова* (*голівка, головка, головище, головешка* (in 2 meaning), *наголовник, наголовок, приголовчик, головань, головач, головко* (coll.), *зірвиголова, круу тиголова, пробийголова, урвиголова, узголів'я* (узголов'я), *приголів'я* (приголов'я), *приголовач, головний, білоголовий, бритоголовий, круглоголовий, пло(а)скоголовий, пустоголовий, русоголовий, сиво-головий, срібноголовий, твердоголовий, тупоголовий, чорноголовий, головоломний, одноголовий, п'ятиголовий, тисячоголовий, дубоголом вий, собакоголовий, головатий* (головастий), *безголовий, стрімголов* (in 1 meaning), *сторчголов, суньголов*) and others.

Among the names of metals, the very metals are most productive than the names of alloy materials. *Алюміній* realizes the derivational potential to the fullest extent possible (*алюмінат, алюмель, алюмінід, алюмінон, алюмофосфат, алюмогель, алюмосилікати, алюмоферит, алюмінієвий, алюмоамонієвий, алюмокалієвий, алюмокобальтмолібденевий, алюмокремнієвий, алюмонатрієвий, алюмокельмолібденевий, алюмооксидний, алюмоплатиновий, алюмінієорганічний, алюмініотермічний, алюмінієвий, алюмініювати, алюмініувати*) etc.

**Symbolism of formative lexemes.** The names of production tools, especially those which are used in agriculture, the names of household items have a symbolic nature for Ukrainians. Thus, the noun *коса* is a symbol of death, fatality in pan-European tradition, and an old woman with the scythe is the personification of Grim Reaper.

It is quite often observed the development of a symbolic component in the semantic structure of the body parts.

Among the names of internals, *серце* is most commonly used in the national symbolism. It is obvious that these symbolic components contribute to the formation of a series of diminutives from the formative *серце* (*серденько – сердень – сердечко*), which are used, e.g. as address pronoun in folksongs (cf. «*Сонце низенько, вечір близенько, вийди до мене, мос серденько*») (folksong).

In Ukrainian culture, there is a figurative perception of *чуба, чуприни* as a symbol of male beauty, courage, dignity (it is associated with the Cossack habit to grow a scalplock). *Вуса* are also reflected in the expressions with the content “brain, restraint, calm, attention”, c.f. *мотати на вус*, and *в вус не дуги* etc.

Significant internal content has such names of the body parts as *око*, *зуби*, *брови*, *ніс*, *коса*. Thus, the word-symbol *око* is understood as the concept of all-seeing nature; the word-image of *зуба* is associated with vanity; *брови* indicate dissatisfaction, anger; *ніс* in Ukrainian culture is the personification of human arrogance, haughtiness, inquisitiveness. The image of *коси* is considered by Ukrainians as a symbol of virgin beauty and honor.

Symbolic layers in the semantics of the names of body parts contribute to the productivity of formative lexemes.

Among the names of metals, the images of *золота* and *срібла*, which represent something of value, beauty, prosperity, high praise, are widely used in Ukrainian symbolism. The word *золото* is often used as an address to a loved one. Words-images *золото* and *срібло* frequent make up one complex (*срібло-золото*).

**Stylistic markedness.** The semantic structure of the analyzed groups of formative words, in addition to the direct lexical meaning, includes special, terminological, dialect, colloquial, obsolete, etc. The stylistic markedness of the analyzed formatives mainly causes a limitation of their word-forming capacity. Affiliation of the formative word to the class of rare, obsolete, colloquial, vulgar ones, etc. causes its limited use, and hence the weakening of word-forming capabilities, the degree of realization of which depends on the needs for communication.

Among the various names of trade tools, it is marked many connotative words characterized by low (and even zero) word-making ability. There are 124 lexemes. Special nouns (marked spec.) are the most noted, and dialect formations and formative words which are used in the technical branch and everyday speech are numerous. For example, *рискаль*, *бук* (in 2 meaning), *конопатка*, *скісок* and others.

Most of the above words are unproductive in the context of derivation. Among the connotative names of trade tools, the most productive words are the noun *топір* (historicism (in 1 meaning), dialecticism (in 2 meaning)) (*топірець* (*топорець'*), *топірчик*, *топорисько*, *топорище*) and the archaic lexeme *рало* (*ральце*, *ралиця*, *ралити*).

In the lexicographic papers of the Ukrainian language, many of the names of trade tools are marked as *spec.*, *mining*, *text.*, *mech.* and others. Such formatives are derivationally unproductive or their performance is

represented by individual derivatives, c.f.: *жселонка* (mining) – *жселонник*, *конопатка* (spec.) – 0 derivatives and others.

Proceeding from abundance of the names of trade, the dictionary marks the lexemes from the ancient tools: *диба*, *кельт*<sup>2</sup>, *різець*, *рубило* and *скребло*. These names are inert in the context of word-formation. The word-formation unproductiveness of the analyzed units is caused by the lack of denotations. *Дрюк* and *палиця* are primitive, ancient. However, compared to archaic tools *диба*, *кельт*<sup>2</sup>, *різець*, *рубило* and *скребло*, these nominations are still used in the practical life activity of speakers that leads to the derivational capacity of formative words (*дрюк* – *дрюччя*, *палиця* – *палічка*, *паліччя*, *палічний*). Temporal introduction of trade tools is reflected in the derivational ability of agricultural manual tools and agricultural names of mechanized ones. More productive are the names of manual tools. Mechanized tools were available later after the improvement of technologies that influenced the development of derivatives.

The same tendency is observed in the names of body parts. Among somatisms, there are few formative lexemes which are denoted in the lexicographical literature with marks *anatomy*, *biology*, which have low or zero zero productivity. For example, common nouns are derivatively unproductive – *глотка* (anatomy) – *носоглотка*, *епістрофей* (anatomy) – 0 derivatives, *стремено* (anatomy) – 0 derivatives, *суреля* (anatomy) – 0 derivatives, *яйцепровід* (biology) – 0 derivatives and others.

There are 119 formatives of connotative words among the names of body parts where one can note a lot of colloquial, dialectic and anatomic names: *бабешки*, *баки*, *бакени*, *балухи*, *банька*<sup>2</sup>, *баньки*, *башка*, *бебехи*, *бельбахи* (*бельбухи*), *борлак* and others.

Among connotative words, colloquial names are empowered with maximum derivational potential (*вирла*, *в'язи*, *пазуха* – *вирлач*, *вирлатий*; *в'язний*, *в'язистий*; *пазушка*, *пазушний*) and dialectic ones (*циба*, *хава* – *цибань*, *цибатий*, *цибати*; *хавка*, *хавкати*). Other formatives are not productive.

As compared to the names of trade tools and somatisms, some ancient names as well as modern ones are productive among the names of metals. It is noted such lexemes: *вісмут*, *гірчець*, *курчатовій*, *марганець*, *оливої*, *серебро*, *спиж*<sup>2</sup>, *сребро*, *цина*. Almost all their modern equivalents are productive.

The productivity of metal lexemes is associated with the fact that formatives and derivatives are widely used in specialized (mostly chemical) literature. In other words, professional literature needs the availability of relevant derivatives – terms denoting different metal goods, metal compounds and others.

Thus, conducted research gives the reason to state that the factor of stylistic markedness stipulates lexical-semantic group of metals name in the word-formation context, and it is rendered partially in lexical-semantic group of the names of trade tools and somatisms; in some cases, it hinders their derivative potential.

**Synonymous character of the formative words under consideration.**

In addition to the analyzed characteristics of the formative word (symbolism of semantics, stylistic markedness), its word-forming ability is influenced by the availability or lack of synonyms for formative names. Usually, in the synonymic chain of formative words, the dominant lexical unit of the synonymic chain manifests word-formation productivity, and others are ineffective or do not produce derivatives at all.

Thus, there are such names of manual tools: *барда, бартка, сокира, тесак, топір* найбільшою продуктивністю характеризується субстантив *сокира* (*сокирка, сокирчина, сокирисько, сокиряка, сокирник, сокирище, сокирки, сокирний, сокирячий*). The noun *топір* produces the derivatives (*топорець<sup>1</sup>, топірчик, топорисько, топорище*). Other formative lexemes don't realize their derivational potential.

Among the names of body parts, it is marked the following synonymous chain: *живіт (животик), черево (черевице, черевина, начеревник, підчеревник, черевань, підочеревина, підчеревина, черевний, череватий, голічерева, догоричерева, долічерева), пузо (пузце, пузан, пузань, голопузій, товстопузій, пузатий), лоно* (0 derivatives), *вирла (вирлач, вирлатий), сліпи* (0 derivatives) and others. Consequently, the specific nature of formative synonyms is that mainly one or two lexemes are active in the part of word-formation, and others act as inactive lexemes at the level of word-formation.

Among the names of metals, there are many lexemes that are synonymous. In fact, only one member of the synonymous chain is productive in the context of word-formation, and other synonyms are characterized by low word-formation ability or are inactive in word-forming.

**Structural complexity, derivative / non-derivative nature.** The research of SD of the names of trade tools, body parts and metals confirms the general tendency according to which the simpler lexeme is in its composition and structure, the more dynamic its involvement in the processes of word creation is. Compound words are characterized by low word-formation capacity. The vast majority of analyzed formative lexemes are unproductive in the context of word-formation, in particular: *бурякокомбайн, бурякокопач, бурякомийка, бурякорізка, бурякопідіймач, валкоутворювач, газонокосарка, електродуг; стравохід, яйцепровід; екавольфрам* and others.

The factor of “derivative / non-derivative nature” of the substantives under consideration is closely related to the structural complexity of formative lexemes. At the same time, there is the following consistency: non-derivative formative words denoting the names of tools, body parts and metals form the core of their word-formation base in modern Ukrainian, and derivative formatives – periphery, c.f.: *чаплія – чаплійно, чаплійка; шарошка – шарошечний, шарошковий* and others, but *льономолотарка – 0 derivatives, льоносівалка – 0 derivatives* and others; *бік – бочок, бокастий (бокатий); кулак – кулачок, кулачище, кулачки, кулачний* but *носоглотка – 1 derivate (носоглотковий), очеревина – 1 derivate (очеревинний); ртуть – ртутний, ртутити* but *екавольфрам – 0 derivatives* and others.

**System substitution.** Among the names of trade tools, there are few formative words that denote the same subject. On the basis of such lexemes – names of trade tools, mainly one–two derivatives are productive; however, there are nouns pairs which are formed by the derivatives from two names. As a formative word *барір* produces the derivatives *батіжок, батожилно, батожистий, батожити*, there are odd ones in the lexical system, for example: *\*байбарачок, \*байбаристий, \*байбарити* and others. Derivatives with the meaning of “act using one what is called a formative” cannot be expected from such names of trade tools as *гаранник, малахай, пуга* because it is produced the derivate with the indicated semantics from the noun *бич – бичувати*. A derivate *\*лопатити* is not formed from *лопата* with the same meaning as there is a formative *копати; \*лопатор*, c.f. *плугатор* because there is *копач*.

Among the somatisms, there are, for example, lexemes *рука, лівиця, правиця, шульга, лапа* and others. The derivatives are produced from the

formative *рука* (*ручки, рученята* (pl.), *ручка, руця, рущиця, рущисько, рущище, наручники, наручні, наруччя, підручник, поручата, поручі, поручні, поруччя, рукав, рукавиця, руків'я, рукоятка, рукоять, рукохід, рукоблудник, рущий, білорукий, довгорукий, криворукий, сухорукий, тонкорукий, рукоблудний, рукодайний, рукопаишний, рукописний, рукотворний, однорукий, сторукий, рущатий, рущатися, рукоблудничати, власноручно, вправоруч, врукопаш (рукопаш, врукопашну), нашвидкоруч, обіруч, одноруч, саморуч, голіруч, повідруки, повідруч, повідручки). Other formative lexemes didn't realize their derivational potential. Taking into account the availability of derivatives produced from the noun *рука*, it is not necessary to create derivatives from other lexemes with the same meaning. Thus, we often use the lexeme *рука* instead of *правиця, лівиця* and others, or we can use the combination of words *права рука, ліва рука*.*

Nouns denoting metals have alternative pairs of synonyms. In speech, people more often use such metal names as *залізо, золото, мідь, срібло* etc. that influences a high productivity of these formatives. Names *ферум, аурум, купрум, аргентум* can't produce derivatives. The factor analyzed also influences the use of plural forms in metal names.

Important factors that determine the word-forming conduct of the analyzed word classes are non-linguistic factors, in particular, the importance of a specific denotation, which is verbalized by the formative, in economic and practical activity and human activity. Under the framework of the identified groups of vocabulary, it is possible to distinguish a number of formative words that indicate important metals for humans (*залізо, золото, срібло* etc.), most commonly used tools (*коса, лопата* etc.), body parts under consideration which were endowed with various mythical and associative-figurative properties (*рука, око, язик, серце* etc.).

Ukrainians are traditional grain-growers, farmers, and for this very reason, instruments and tools that facilitate work during agricultural activities are of particular importance to us. The names of such tools are highly productive. Household tools which are used for cleaning, cooking etc. are also productive.

The importance of body parts for the human outlook is related to the anthropomorphic thinking of ancient Ukrainians, humanization of the environment, etc. in view of this, human emotions and feelings are projected into separate parts of the body (love or other emotions – *серце* (heart); pain,

hatred – *зуби* (teeth) (“to grit”); fear – *ноги* (legs) (“серце в п’яти”, “ноги на плечі”, etc.), attention – *вухо* (ear); relationships between people are also “materialized” by referring to parts of the body (people welcome by shaking hands etc.). The names of such parts of the body are the most ancient in the language (since Proto-Indo-European or Slavic period) and they produce a large number of derivatives, for example: *рука* (*ручки, рученята* (pl.), *ручка, руця, ручиця, ручисько, ручище, наручники, наручні, наруччя, підручник, поручата, поручі, поручні, поруччя, рукав, рукавиця, руків’я, рукоятка, рукоять, рукохід, рукоблудник, ручний, білорукий, довгорукий, криворукий, сухорукий, тонкорукий, рукоблудний, рукодаїний, рукопашний, рукописний, рукотворний, однорукий, сторукий, рукатий, ручкатися, рукоблудничати, власноручно, вправоруч, врукопаш (рукопаш, врукопашну), нашивидкоруч, обіруч, одноруч, саморуч, голіруч, понідруки, понідруч, понідручки*).

As for metals, on the one hand, those, which had been used in the farming long ago (*залізо, сталь*), have performed and perform the function of money (*золото, срібло*) etc. are important for speakers. On the other hand, they began to be actively used in the modern industry that led to the origin of new products, alloys, etc., which are nominated by the analyzed derivatives. Thus, *алюміній* produces 22 derivatives (*алюмінат, алюмель, алюмінід, алюмінон, алюмофосфат, алюмогель, алюмосилікати, алюмоферит, алюмінієвий, алюмоамонієвий, алюмокалієвий, алюмокобальтмолібденовий, алюмокремнієвий, алюмонатрієвий, алюмокельмолібденовий, алюмооксидний, алюмоплатиновий, алюмінієорганічний, алюмініотермічний, алюмінієвий, алюмініювати, алюмініувати*), *залізо*<sup>1</sup> – 20 derivatives (*залізобетон, залізграфіт, залізопорфірін, залізоцемент, заліза* (pl.), *залізко* (in 1 meaning), *залізе, залізяка, залізний, залізоамонійний, залізовуглецевий, залізорудний, залізнікелевий, залізохромовий, залізоплавильний, залізопрокатний, залізробний, залізовмісний, залізистий, залізний*), *золото*<sup>1</sup> – 14 derivatives (*золотце, золотник*<sup>1</sup>, *золототисячник, золотар, золотодобувач, золотошукач, золотопромисловець, золотий* (in 1 meaning), *золотоносний, золотосяйний, золототканий, золотовмісний, золотий, золотити* (in 1 meaning)), *платина* – 11 derivatives (*платинат, платиніт, платиноїди, платиноз, платинотипія* (special), *платиновий, алюмоплатиновий, платинохлористоводневий, платиновмісний, платиновий, платиноподібний*), *срібло*<sup>1</sup> – 22 derivatives (*срібник*

(in 2 meaning), *срібняк, срібляк, срібляник* (у 2 знач.), *сребреник, срібляр, сріблолюбець, срібний* (in 1, 3–7 meanings), *сріберний, срібряний, сріб'яний, сріблоорганічний, сріблолюбний, сріблоносний, сріблоплавильний, сріблотканий, срібносаянний, срібловмісний, сріблестий, среб'яний, срібляний* (in 1 meaning), *сріблити* (in 1 meaning)), *сталь* – 15 derivatives (*сталініт, сталелебетон, сталевар, сталеливарник, сталеплавильник, сталепрокатник, сталетопник, сталеливарня, сталетопня, сталевий, сталъний, сталъовий, сталевий, сталити, сталювати*), *уран*<sup>2</sup> – 12 derivatives (*уранат, уранізм, ураніл, уранініт, трансурани, актиноуран, уранопластика, уранофобія, урановий, уран-графітовий, урано-вмісний, урановий*) and others.

Consequently, formative words whose denotations are less important for the ordinary speaker (for example, narrowly specialized instruments, names of devices, tools, equipment, etc., names of individual bones in the ear or nose, tumors, names of skin cover, muscles, glands, and parts of nerve systems, metals – lanthanides, etc.) are either ineffective or inactive in the context of word-formation. For example, the lexemes *флюгер, форсунка, чесалка* and others; *епістрофей, кадик, кукса, панкреас, райдужка* and others; *гірчець* (archaic), *станум* etc. don't produce lexemes.

Thus, the importance of the names of trade tools, parts of the body and metals in the farming and human activity has a positive impact on the word-forming ability of the analyzed groups of formative words.

According to scholars, the importance of some objects in the life of a speaker is represented by the frequency of the use of lexemes which denote them. Thus, V.Greshchuk states that communicative needs reflect the importance of words in human practice, and it correlates with the frequency of words' use in speech. The word with a higher frequency has a higher probability of the production of the derivative based on the formative word. Therefore, when analyzing the derivative capacity of different word classes, and, in particular, the names of trade tools, somatisms and metals, it is necessary to pay attention to the frequency of the formative word, which affects the communicative needs of the speaker. However, a frequency dictionary of the Ukrainian language fixes the frequency of lexemes' use only in artistic texts, not taking into account the various technical, anatomical and chemical study guides and manuals, so the data from this dictionary should be used with relevant amendments.



#### 4. Conclusions

The factors which influence the derivational potential of formatives are objectified in word-formation paradigm, and capabilities of word-formation potential determine a type of the derivational paradigm. Among such factors, the author marks linguistic (it includes a variety of lexical and grammatical categories, which are peculiar to the analyzed formatives, special aspects of stylistic functioning, structural complexity and derivative/ non-derivative nature of the analyzed names of trade tools, parts of the body and metals) and extra-linguistic, which are related to the importance in the farming and economic and practical human activity and life.

The research found that there are some factors which are associated with high productivity of a formative word (lexical semantics, non-formative nature, economic and practical use). Some of the factors, on the contrary, slow the formation of derivatives and affect the low derivative potential (stylistic markedness, the inability of combining lexemes' stems with some affixes, the structural complexity of the formative lexeme, and the redundancy of the derivative).

It is worth noting that some of the factors are manifested variously in the different thematic analyzed groups. For example, stylistic markedness of word-formation derivatively stimulates the lexical-semantic group of metal names, while in the lexical-semantic group of the names of trade tools and somatisms it reflects partially, and in some cases, it inhibits their derivational potential.

It is marked the complex character of factors action. For example, zero productivity of a formative *гірчиць* is influenced not only by the availability of a synonym *магній* but also the archaic nature of the very lexeme *гірчиць* (с.f. *олово – цина* and others). Such factors as the symbolism of the formative word and the importance of the particular denotation, which is verbalized by the formative word in economic practice and human activity, influence the high productivity of the formative *рука*, etc.

The analysis of the typical and specific word-formation paradigms of Ukrainian names of trade tools, body parts and metals showed that the analyzed formatives are quite active in the context of word-formation, but they realize their derivative potential in different ways. None of the analyzed nouns form derivatives with all typical word-forming meanings. Linguistic and extra-linguistic factors have a strong hold over the derivational

potential of the names of trade tools, body parts and metals in the modern Ukrainian language. The paper marks 5 oppositions among linguistic factors, which influence the word-formation ability of the analyzed substantives, and 2 oppositions among extra-linguistic oppositions. Such factors are linguistic (they involve different lexical-grammatical categories, which are peculiar to the analyzed formatives, special aspects of stylistic functioning, structural complexity and derivative / non-derivative nature of the names of trade tools under consideration, body parts and metals) and extra-linguistic which relate to the importance in trade and practical activity and human livelihood and lexical semantic formative. The analysis of derivational paradigms of Ukrainian names of trade tools, body parts and metals updates the available studies on the noun derivatives on the grounds of the basic-centric word-formation of the modern Ukrainian language. Follow-up studies of the derivative potential of other groups of formative nouns will make it possible to find out the full typology of Ukrainian substantive word formation.

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**SEMANTIC PECULIARITIES OF HEADINGS  
IN STEPHEN KING LITERARY WORKS**

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**Abstract.** The purpose of the article is to describe the stylistic and pragmatic potential of paratextual elements in the fiction works by a modern American writer Stephen King. Methodology. The descriptive and comparative methods, as well as of structural-semantic and contextual analysis, allowed us to discover basic means of the paratextual elements conceptualization and define their functions. The survey is based on the material from more than 620 literary texts by Stephen King and their translations into Ukrainian language. Practical implications. The article presents a brief contemplated survey of the basic studies in the theory of the paratext, different views in this sphere in domestic and foreign linguistics; the main pragmatic and stylistic functions implemented of such important in its influence on the reader paratextual element as a title are identified. The study deals with the analysis of the composition and plot construction of Stephen King's literary works and publicist essays, which resulted in a number of features specific to the author's writing techniques. Value / originality. The investigation shows that the paratext in Stephen King's works plays an important structural and meaningful role in artistic and semantic comprehension of the literary discourse under analysis. The paratextual elements in stories are closely associated with the further text and serve as a clearly deliberate projection of the plot and a reader's guide into this content. Conclusions. It was determined that the title is one of the main paratextual elements that carries factual, conceptual and subtextual information in the literary works under analysis, as well as introduces a significant layer of cultural information into the artistic space. Being closely related to the subtext and directly to the text of a novel or a story, the title promotes a coherent reading of the literary work since headings bear an exact semantic projection of the artistic

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content of the corresponding text and act as a link between the chapters in the novel or plot lines in a story. Besides, the communicative function of the title of a literary work, as an element of a dialogue between the author and the reader has been defined.

### 1. Introduction

Our work is devoted to the consideration of the relationship between paratextual elements (the title in particular) and the text of the literary works by Stephen King. An attempt has been made to review how the paratext, especially the pretext interprets the following text and prepares the reader for its perception. The importance of the information contained in the paratext, is determined by its ability to disclose the overall meaningful plan of the work. At the same time, the available general background knowledge of the writer and readers is updated, relying on which, the author, through the purposeful selection of language units, intentionally influences the reader. This article is written in line with the scientific work on the theory of speech impact on the language community through written texts. Due to the fact that any text has a certain structure and specific communicative-pragmatic content, in our paper we have made an attempt to study not the text itself in its pure form, but the textual periphery, which has a pragmatic meaning. The study refers to the concept of “paratext,” which appeared relatively recently in literary criticism and textology. Thus, the **relevance** of the research is substantiated by a small amount of study of paratext in comparison with the main texts of the literary works and their special role in the interpretation of the author's intention. The **goal** is to identify the communicative potential of a paratextual element and the ways of its language implementation, as well as to establish its functional significance on the material of Stephen King's stories, novels and essays. The descriptive **method**, as well as of structural-semantic and contextual analysis, allowed us to discover basic means of the paratextual elements conceptualization and define their functions. The comparative method has also been used in the investigation of the original and the translated text.

### 2. Analysis of recent research and publications

In modern literary studies the interest in elements that do not fully belong to the text of a literary work but, nevertheless constitute a whole, arose after the publication in 1987 of the work of the famous French researcher Gerard

Genette “Seuils”. The author understands by paratext some elements of a work of art that only partially belong to the text of the work itself, but at the same time constitute a single whole with it, which is called a book. According to the researcher, paratext is what allows a text to become a book [11]. His ideas were continued by colleagues I. de Jong, C. Ashley, E. Tribble, P. Burke, S. Brown and others. G. Genette subdivides all paratextual elements into two broad categories: peritext and epitext. To the peritext such elements as the title and subtitle of the work, chapter headings, preface, notes, etc. belong – that is, that in some sense we can find “inside” the text. Epitext is more correlated with the “external” in relation to the text: an interview with the author, advertisements, reviews by critics, etc. Paratext is thus composed of a peritext and an epitext. In his book, G. Genette analyzes in detail various types of the publishing peritext, the meaning of the author’s name (or lack thereof) on the cover of the work, the role, types and functions of headings, epigraphs, initiations, notes, the value of supercovers, as well as public and private epitheses. Paratextuality was also presented in the classification of G. Genette in the book “Palimpsestes: La littérature au second degré”. Paratextuality completes the text and transforms it into a product that is already in the hands of the reader. It is believed to be a special zone between text and non-textual reality, which is intended for the direct impact on the reader [10].

Paratext elements take a strong position in the text, since they are separated from the main text and communicatively completed. In the terminology of N.Kuzmina, such elements are “extremely powerful energy signs,” in which the presence of the author is always noticeable and thanks to which the author implicitly broadcasts meaningful information for him. An important function of paratextual elements is informative. As a rule, paratexts introduce some information about the text following them: they set the theme of the work, outline the leitmotifs of individual parts, reveal the concept of the work, update the semantic dominant of the text, or enter some subtext information, while indicating the author’s attitude to it. Paratext is a mask behind which the author hides, when he, not wanting to speak directly, indirectly determines his attitude to the events depicted by him in the work. In addition, he is able to set the form, language, stylistic structure of the subsequent work. So, paratextual elements, “on the one hand, reveal the author’s intention, on the other hand, form the reader’s presuppo-

sition, create pragmatic conditions for understanding the text as a metatext” [4, p. 151]. According to this concept, there is a division of the text into two levels: deep and superficial. At the same time, the deep level has the character of coding meaning and is represented by such logical-semantic concepts as an invariant, a semantic core, a central link and a semantic node. The surface layer decodes the elements of the deep level with the help of variable expansion, background, periphery and context. The functional semantic dependence, by means of which the content of the speech situation is selected in the microthematic, thematic, macrothematic and textological plans, combines the elements of the deep and superficial levels, creating the text as a decoded unit of written speech [4].

As it is well-known, the title of the work has a huge potential, which persuades the reader need to familiarize with it. That is why contemporary writers are turning the title into an effective tool for pragmatic influence. In a pragmatic aspect the most important for the title is its informative and emotional content. The pragmatics of the title is usually motivated by the following factors: authorcentricity – that is, reflection of the author's outlook, intentions, desires), anthropocentricity (focusing on the reader, taking into account his/her aesthetic and cultural preferences and background knowledge), prospectivity (connection with the consequent text). The title is interpreted as a relatively independent functional, structural, and semantic unit that can exist separately from the main body of the text and, at the same time, interpret the theme and idea of the work. L. Sakharnyy considers the name of the literary work as a special category of texts – primitive ones, which are a kind of convolution of an artistic text, which subsequently reveals all the inner potential of the name [3, p. 221].

### **3. The autograph paratext of S. King**

As the material for the study we have chosen the works of Stephen King and their translations. His publications include over sixty novels (including seven under the pen name Richard Bachman) and six non-fiction books, more than two hundred stories included into nine author's collections. The name “Stephen King” has undoubtedly become a "mark of quality". So, picking up a book that is authored by Stephen King, the reader understands that it is a detective, horror story or a thriller. Moreover, it is a work of the "highest grade": interesting, fascinating, and stylistically literate – worthy

of attention and reading. In this case, the name of the writer itself is a good advertisement that does not need any applications. Perhaps it is from this that the author's surname is printed in large capital letters on the cover of the book. Thus, without even looking in details at the cover of the book, the reader immediately sees the famous name, which is associated even for an inexperienced reader with a great literary work. Although the design of the book cover refers to the allographic (publishing) paratext, in this case the main role is played by the name of the author, which is one of the components of the autograph (author) paratext.

Despite the fact that scientists divide the paratext into author's and publishing's paratext and say that they have different goals and objectives, we believe that when in the book cover design these two types of paratextuality work in tandem to attract the reader's attention to this work. They are closely related as the font of the name of the author and its location of the book cover are chosen by the publisher. In this case, we can see that the publisher is "betting" on the well-known name of the author of the work, focusing on the attention of the reader.

#### **4. The title as a basic paratextual element**

The interpretation of the compositional structure of an artistic text has traditionally begun with its name. The title of the work forms an image of the result of the text, and the titles of the sections, being a textual supplement, are intended to help the reader to identify the meanings that are within his intentional structure. The reader retrospectively comprehends the title in relation to the whole text, as the title in full, or in a modified form participates in the semantic organization of the text.

Until recently, as a rule, the communicative function of the title of a literary work, as an element of a dialogue between the author and the reader, has not been the subject of a special research concerning its marginality with respect to the text of a work of art.

The theme of the work and the titles of the chapters of a literary work bear the material expression of the composition and the language structure of the work. So, our task is to see their functional workload, which will bring us closer to an adequate interpretation of the literary work. The theme is one of the key categories of poetics because it identifies a literary work, names it, presents it to the reader and, at the same time, "expresses the basic



idea, a concept of the creator of the text" [1, p. 133]. As it is figuratively pointed out, "having absorbed in its insignificant volume the whole artistic world, the title has a tremendous energy of a tightly rolled spring" [6]. The disclosure of this convolution is purely individual in nature, and it begins with the expectation of familiarity with the text, with the formation of the installation for reading this work, from a period that can be called pretext. Thus, the title of the work conveys in a concentrated form its main theme and idea, which determines its connection with the whole text, as well as the possibility of realizing the meaning of the title in full only in its retrospective form, in reading, after the implementation of all lines of communication "the Title – the Text". In this case, the actualization of the lexical-semantic variant of the title word, the uniqueness of the semantically-casual phrase is possible only on the basis of the whole text. Accordingly, the title of the work of art serves as a symbol in the text. The title symbolism is formed throughout the text as a whole. The semantic specificity of the header in this case is that it concludes both the concretization and the generalization of the meaning. The first is due to the attachment to a particular situation, and the generalization, the next concretization, is associated with the inclusion in the decipherment of the title of multiple meaningful elements of the artistic text, which allow the title to become a sign of something typical, generalizing [6].

The title reflects the author's vision of reproducible situations, realizes the author's intention as a whole. The autocentricity of the headline can be implicit and explicit. In the latter case, the title contains a direct author's score, which expresses his position on future events.

In this case, self-centeredness involves the subjective assessment of the writer of the main characters, such as: *Apt Pupil* (Здібний учень), *Bad Little Kid* (Поганий хлопчисько), *Big Driver* (Великий водій), *Blockade Billy* (Блокада Біллі), *The Dark Man* (Темна людина), *He is Legend* (Він легенда), *The Man Who Loved Flowers* (Людина яка любила квіти), *The Man Who Would Not Shake Hands* (Чоловік, що не тиснув руку), *Man With a Belly* (Людина з животом), *Mister Yammy* (Містер Красунчик), *Mostly Old Men* (Переважно старі люди), *The Old Dude's Ticker* (Ходики старого чувака), *The Outsider* (Аутсайдер), *Paranoid* (Параноїк), *The Sun Dog* (Сонячний нес), *The Ten O'clock People* (Люди десятої години), *Thinner* (Худнучий). D. Wunderlich calls these pragmatic types of headings

representative, they express affirmations, explanations, statements, definitions and are intended to inform and identify [15].

The title can convey the author's vision of the events portrayed, such as: *A Good Marriage* (Гарний шлюб), *Desperation* (Відчай), *Elevation* (Піднесення), *Everything's Eventual* (Все можливо), *Golden Years* (Золоті роки), *America With Three Chords and an Attitude* (Америка з трьома акордами та ставленням), *Premium Harmony* (Гармонія преміум), *Shining in the Dark* (Сяйво у темряві), *Shock Rock* (Шок Рок), *Strawberry Spring* (Сунична весна), *Transgressions* (Провини), *The Weird* (Дивний), *What's Scary* (Що страшне). The implicit authorcentricity lies here not only in the direct author's assessment of events or characters, but in the formation of the author's image.

As we know, the task of the title of a literary work is to attract the reader's attention, to hint at the main object of the work. An important role here is played by the background knowledge of the reader, which sometimes focuses on the title of the work. To this end, modern writers use terminological or borrowed vocabulary in the headlines, which is a marker of their intellectual level. For example let's take the following names of S. King's works: *The Nightmare in the Sky: Gargoyles and Grotesques* (Кошмар у небі: Гаргульї та Гротески) – a Gargoyle is a stone-cut extended sculptural figure in the form of a head of fantastic beasts, monsters, men etc., in the Middle Ages it was a characteristic element of Romanesque and Gothic architecture; The word "grotesque" usually means "weird, fantastic, eccentric, or ugly," and thus is often used to describe ancient or distorted forms, such as Halloween masks or gargoyles on cathedrals. The title *Turning the Thumbscrews on the Reader* (Іспанський чобіт) also presumes that the audience is acquainted with medieval methods of torture. The thumbscrew is an instrument of torture for crushing the thumbs used during the Spanish Inquisition. We should mention that in the Ukrainian translation the name of another but much more well-known torture instrument is used (the boot-ikin) in order to raise the attractiveness of the title.

Thus, the author assumes that the reader has some certain knowledge on the terminology related to the world of art and ancient architecture. As for usage of borrowed words, we can see them in the following titles: *Obits* (Обітс) is a shortening for Latin "Obituaries" (Latin "obitus" – "death") – Некрологи; *New Terror Omnibus* (Збірка Нових Жахів) – we should

mention that “omnibus” (French) is not just a collection of literary works, but also this word in Latin means “all”, so we have a play on words – “New horrors for all” («Нові жахи всім»), the heading *Danse Macabre* (French for “Танок смерті”) verbalizes the terminological concept of the Dancing Death in the History of the Art – a widespread story in Western European culture, originally in mottoes and literature, later in frescoes, paintings and series of engravings from the 14th to the 20th centuries, as well as in music and theater.

In addition to the pragmatic aim to build the author's own image, the mentioned headlines attract the attention of the reader. The anthropocentricity of the headline is supposed to make contact with the reader and to influence the recipient. The headlines are directly addressed to the addressee and can model the situation of the author's dialogue with the reader. In order to fulfill the attractive function of the title, the authors also use such a stylistic technique as the “intimation” of the story, when the effect of the presence of a real interlocutor is created, live communication is simulated and the contact is established. All methods of the creation of this contact with the reader are combined with the help of a phatic function. Among such titles we have recorded erotetic titles, which are expressed with interrogative constructions, for example: *Ever Et Raw Meat?* (*Колись їли сире м'ясо?*); directive titles, which express request, orders, requirements, such as *Stand By Me* (*Залишися зі мною*), *Turn Down the Lights* (*Погаси світло*), *Fear Itself* (*Бійся*), *Head Down* (*Вклони голову*), *Never Look Behind You* (*Ніколи не Оглядайся*); vocative titles, that verbalize appeals, calls, such as: *Sorry, Right Number* (*Вибачте, вірний номер*), *Zombies! Zombies! Zombies!* (*Зомбі! Зомбі! Зомбі!*). The last example contains ordinary repetition which gives the title some expressiveness and emotionality. The emotions of the author are also manifested at the level of syntax – namely, in the exclamation structure, which is one of the means of realization the phatic function implementation.

### 5. Character titles

Among the names of literary works the so-called character titles are usually distinguished. The title's focus on the recipient is most explicitly expressed in the names that include the character's name, focusing the reader's attention on the main character of the story. As it is well-known,

a proper name can function as an important source of information in the title. In addition to the semantic, the noun can carry some contextual information, which is additionally imposed on the message, style, associative, etc. That is, the proper name in the title is multifunctional. The obligatory onym's language functions – nominative, identifying, differentiating – are layered by many others, thus allowing the use of proper names in headings for illustrative purposes [2]. So, anthroponyms implicitly or explicitly characterize the subject or object that will be described in the literary work. By structure, we have distinguished a number of options:

1) The first and the last name of the protagonist. For example: *Dolores Claiborne* (Долорес Клейборн), *Holly Gibney* (Холлі Гібні).

2) Character's last name. For example: *Mr. Mercedes* (Містер Мерседес), *Slade* (Слейд), *Blaze* (Блейз).

3) Character's first name. In this case, as in the previous two options, the proper name becomes a nickname; it becomes a symbol of some phenomenon, problem or quality. For example: *Ayana* (Аяна), *Carrie* (Кері), *Chinga* (Чінга), *Christine* (Крістіна), *For Owen* (Овену), *Nona* (Нона), *Misery* (Мізері), *Willa* (Вілла), *Cujo* (Куджо), *Lauri* (Лорі), *Tommy* (Томмі), *Dino* (Діно).

4) The first name or (and) the surname with the attribute, the object which belongs to him or her, or a sign that should make the character closer to the reader, tell about his or her, or its age, status, etc. For example: *Charlie the Choo-Choo* (Чарлі Чу-чу), *Blockade Billy* (Біллі Блокада), *Blind Willie* (Сліпий Віллі), *Uncle Otto's Truck* (Вантажівка Дядька Отто), *Gwendy's Button Box* (Шкатулка Гвенді), *Dolan's Cadillac* (Каділак Долана), *Rose Madder* (Роза Марена), *Donovan's Brain* (Мозок Донована), *Uncle Clayton* (Дядько Клейтон).

5) The first name or (and) the surname and some motive of the life or events and actions of the character. Such titles usually imply the dynamics of the work. For example: *The Dark Tower: The Song of Susannah* (Темна вежа: Пісня Сюзанни), *The Death of Jack Hamilton* (Смерть Джека Гамільтона), *Gerald's Game* (Гра Джеральда), *Harvey's Dream* (Сон Гарві), *Herman Wouk is Still Alive* (Герман Вук ще живий), *L.T.'s Theory of Pets* (Теорія домашніх тварин: Постулат Л.Т.), *The Girl Who Loved Tom Gordon* (Дівчина, яка любила Тома

Гордона), *The Lonesome Death of Jordy Verrill* (Одинока смерть Джорді Верілла), *Mrs. Todd's Shortcut* (Короткий шлях Міссіс Тодд), *The Revelations of Becca Paulson* (Відкриття Бекі Полсон), *Umney's Last Case* (Остання справа Амні), *The Return of Timmy Butterman* (Повернення Тіммі Батермана), *Coffey's Hands* (Руки Коффі), *The Bad Death of Eduard Delacroix* (Погана смерть Делакруа), *Harvey's Dream* (Сон Гарві).

6) The combination of the name with the designation of the genre. For example: *The Chronicles of Harris Burdick* (Хроніки Гаріса Бурдіка), *The Diary of Ellen Rimbauer* (Щоденник Еллен Рімбо), *Lisey's Story* (Історія Лізі), *The Tale of Gray Dick* (Історія Діка Грея).

A significant factor in enhancing the meaning and emotional content of the title itself and the text as a whole is the sound form of the proper name used in the title of the work. An unusual or especially organized combination of sounds causes a specific auditory response, which becomes a source of pleasure or dissatisfaction. Although the response to the sounding of the name is undoubtedly subjective, the psychometry of many acts of perception allows us to average and objectify individual impressions, that is, to anticipate the audience's response to the use of "made" onyms in the title [2]. The names of fantasy creatures that have been invented by S. King and used as titles of his works and later included in modern dictionaries and have synonymous equivalents, include: *The Tommyknockers* (Томінокери) (actually, a Tommyknocker is an American variant and a Tocker is a Welsh variant of the Irish Leprechaun, but S. King's creatures have nothing in common with this folklore character) [12; 13], *The Reploids* (Реплоїди) ("replod" is a portmanteau word on the basis of words "replica" and "android") and *The Langoliers* (Лангол'єри) ("langolier" is a synonym for a chronophage).

There distinguished similar headlines that indicate the main character's social or professional status, such as: *The Gunslinger* (Стрілок), *The Library Policeman* (Бібліотечний поліцейський), *Big Driver* (Громила. Прямий переклад – Великий водій), *Doctor Sleep* (Доктор Сон), *Jumper* (Пригун), *The Lawnmower Man* (Газонокосар), *Milkman* (Молочник), *The Night Flier* (Той, хто літає вночі), *The Regulators* (Регулятори), *The Secretary of Dreams* (Секретар снів), *The Turbulence Expert* (Експерт з турбулентності).

## 6. The headers denoting time and place of action

In the structure of nominative sentences functioning as titles, S. King often uses geographical names, real or belonging to the fictional worlds of the writer. In this case the sentence headers have a dual function: attributive and circumstantial, clearly and accurately naming the venue: *American Vampire* (*Американський вампір*), *Brooklyn August* (*Серпень у Брукліні*), *The Colorado Kid* (*Хлопець з Колорадо*), *Harrison State Park* (*Гарісон Стейт Парк*), *Strange Maine* (*Дивний Меїн*), *Hearts in Atlantis* (*Серця в Атлантиді*), *Battle of Jericho Hill* (*Битва на Єрихонському Холмі*), *Wolves of the Calla* (*Вовки Кальї*), *The Battle of Tull* (*Тальська Битва*), *The House on Maple Street* (*Дім на Кленовій вулиці*), *Little Sisters of Eluria* (*Смирненні сестри Елурії*), *Lunch at the Gotham Café* (*Сніданок в кафе Готем*), *Why We Are in Vietnam* (*Чому ми у В'єтнамі?*).

Often titles that indicate the place of action can not only model the space of the artistic world, but also introduce the main symbol of the work. For example: *Castle Rock* (*Касл-Рок*), *Crouch End* (*Крауч Енд*), *Jerusalem's Lot* (*Доля Салему*), *Duma Key* (*Острів Дума*), *The Dark Tower* (*Темна вежа*), *Autopsy Room Four* (*Секційний зал номер чотири*). In addition to direct names of location, S. King often uses indirect, descriptive titles that brings some mystery to the perception of the work, intrigues the reader. For example: *Joyland* (*Джойленд* (*прямий переклад – Земля радості*)), *The Way Station* (*Проміжна станція*), *Under the Dome* (*Під куполом*), *A Very Tight Place* (*Під замком*), *In the Tall Grass* (*У високій траві*), *Battleground* (*Поле битви*), *Beachworld* (*Пляж*), *In the Deathroom* (*У кімнаті смерті*), *Rest Stop* (*Зупинка*), *Pet Sematary* (*Кладовище домашніх улюбленців*), *The Dead Zone* (*Мертва зона*), *The Waste Land* (*Безплідні землі*), *Music Room* (*Музикальна кімната*), *The Bone Church* (*Церква з кісток*).

In the course of analyzing the paratextual elements in S. King's works, we have also found headings denoting time and space. With all the conventionality of the "new reality" created by the author, the basis of the fictional world, as well as the real world, is a chronotope which coordinates – time and place – are often indicated in the titles of works. In addition to the cyclic coordinates (names of time of day, days of the week, months), the time of action may be indicated by a date which is correlated with a historical event, for example: *11/22/63* (*22 Листопада 1963 року*) (November 22, 63

is the date of the assassination of the USA President John Kennedy). Not only the "points" on the temporal axis but also the entire "segments" that mark the chronological frames of the story can be indicated in the title of the literary work. At the same time, the author, focusing the reader on a certain period of time – sometimes it is only one day or even some part of the day – seeks to convey both the essence of being and the "clot of life" of his characters, emphasizes the typical nature of the events described [6]. For example: *Four Past Midnight* (*Четверта година після півночі*), *Three Past Midnight* (*Третя година після півночі*), *Straight Up Midnight* (*Прямо опівночі*), *One Past Midnight* (*Одна година після півночі*), *Strawberry Spring* (*Сунична весна*), *1922*, *The night of the Tiger* (*Ніч Тигра*), *The Ten O'Clock People* (*Люди 10ї години ранку*), *Graduation Afternoon* (*Після випускного*), *The Music Room* (*Музикальна кімната*), *The Hotel at the End of the Road* (*Готель у кінці дороги*), *The Rock and Roll Dead Zone* (*Мертва зона Рок-н-Рол*).

The particular importance in the dialogue of the author with the reader is the stylistic characteristics of the title, which provide the title with clarity and informativeness. In this case, involvement of sociolects, slang words and other non-literary elements into the title has a clear pragmatic orientation: to orient the addressee in the following socio-cultural space of the work, for example: "*Ever Et Raw Meat? And Other Weird Questions*" (*Чи Їли Колись Сире М'ясо? Та Інші Чудернацькі Питання*) – in this case, the translator did not misspell the word "ate", which in the original text is a part of an elliptical sentence that imitates live, spoken language; *Great Hookers I Have Known* (*Як Підченити Читача*) – although the word "hooker" has the translation of "prostitute", "drunkard", "alcoholic", the translator into Ukrainian used a softened, though colloquial, variant "pick up". The names *Popsy* (*Лідусь*), *The Old Dude's Ticker* (*Ходику Старого Чувака*) ("ticker" in this text is a slang equivalent not for "the clock" but for "the heart"), *Грамма* (*Бабуля*) also contain a spoken vocabulary.

### 7. The title intertextuality

In order to set the reader to a certain course of events in a text authors also use intertextuality in the title, thus linking a new story with already known realities of culture. This connection is established through the submission of straightforward and transformative quotes and the involvement

of literary characters. As we know, allusion is an important type of nomination and is very effective in strong positions – the title and the epigraph. The pragmatic content of allusive titles is revealed retrospectively after reading the literary works. The importance of the title information is determined by its ability to reveal the meaningful plan of the whole work. At the same time, the general background knowledge of the writer and readers is relevant, based on which the author deliberately influences the recipient through the purposeful selection of language units for titles. For example, in the following title the words from a popular song are used in order to draw attention to the text: *Heavenly shades of night are falling* (*Тині ночі спускаються з небес*) – is the first line from The Platters' "Twilight Time" song. In the story *Five to One, One in Five* (*П'ять до одного, один в н'яти*), the title words that come from Jim Morrison's song and the Doors band become a sinister element in the plot. This phrase, which performs a prognostic pragmatic function, implies the events of the work: *Five to one, baby, one in Five, No one here gets out alive now*. So, the reader with some background knowledge can already build a certain logical chain about the plot of the work and foresee how exactly events will unfold.

The use of the well-known proper names in the title brings to life those potentialities which enhance the expressiveness of the titles of the literary works. For example, the headline *Cain Rose Up* (*Кайн повстав*) appeals to the Bible, the title *Batman and Robin Have An Altercation* (*Бетмен та Робін сперечаються*) refers to the famous book of comics and superhero movie series, *The Gingerbread Girl* (*Імбирна дівчина*) hints at the scary fairy tale of brothers Grimm about Gretel and Hansel, *the New Tales of Cthulhu Mythos* collection (*Нові міфи Ктулху*) almost duplicates the title of a famous work about Cthulhu of a horror classic writer H.P.Lovecraft, "The Call of Cthulhu". *The Reaper's Image* (*Відображення Смерті*) is an allusion to the Grim Reaper – "Sorrowful Reaper" – as Death is often portrayed in European (and, in particular, Ukrainian) culture as a skeleton with a scythe, dressed in a black sweatshirt with a hood. In the novel *Rita Hayworth and Shawshank Redemption* (*Рита Гейворд та втеча з Шоушенку*) the writer uses the name of a famous Hollywood actress of the 1940s, a poster with the image of which helped the protagonist to escape from prison.

Toponyms included into the titles of works also perform the same function. For example, *Hearts in Atlantis* (*Серця в Атлантиді*): the name of a



fictitious country hints at the mystery of the events of the work. According to the plot, the main character Riley compares the era of his youth to Atlantis, which disappeared into the depths of the sea and will no longer return. Names of mythological, historical, literary characters, denoting such concepts, which stand out for their definiteness, durability and popularity, are stable lexical units with significant suggestive and associative capacity. For example, in addition to the aforementioned work called *American Vampire*, in the works of S. King we also see: *American Vampire* (Американський вампір), *Cycle of the Werewolf* (Цикл перевертня), *The Boogeyman* (Бука), *The Demons* (Демони), *Johnathan and the Witches* (Джонатан та Відьми), *The Eyes of the Dragon* (Очі дракона), *The Leprechaun* (Лепрекон). As we can see, these titles contain tokens that denote mythological creatures that are well-known in Western culture, which makes the headlines particularly attractive, interesting for a reader, because they create an atmosphere of a fairy tale.

Similarly function the following headings:

*I Am the Doorway* (Я – двері) – the statement "I am the door", contained in John's Gospel, 10: 7, and is the third of the seven statements "I am" of Jesus. These "I AM" proclamations indicate his unique, divine identity and purpose. In this statement, "I AM", Jesus clearly points to the exceptional nature of salvation. In Stephen King's work, this phrase has a more direct meaning, because the main character considers himself a door to alien invasions and horrific murders.

The title *Flight or Fright* (Тікай або Бійся) is a paraphrase, a hint of the well-known medical term "Fight or Flight", which stands for "physiological changes in the body (such as increased heart rate or bronchial enlargement) in response to stress" [9].

The title of the storybook, which includes works by S. King and his son Joe Hill *He Is Legend* (Він – Легенда), is an adaptation of Richard Matheson's book "I am a Legend" (1954) to which this anthology was devoted. "*Here Be Tygers*" (Тут можуть бути тигри), is the name of the title of the novel written by American writer Ray Bradbury, published in 1951. It is thought that this phrase comes from the ancient times of the first geographical findings, when maps of uncharted areas often contained Latin phrases like "Hic sunt leones" ("here may be lions"), so the word "tygers" is written in English in archaic form. The name of the story *Well and Pendulum*

(*Колодязь та Маятник*) also duplicates the title of another work. This is a direct allusion to the work of the father of horror literature Edgar Poe with the same title.

The title *If Thy Right Hand Offend Thee, Cut It Off* (*Коли правиця твоя спокушає тебе, відсічи її*) is a direct quote from Matthew 5:30. Another name-phrase – *In the Tall Grass* (*У високій траві*), comes from the sports jargon. This collocation means scoring the ball outside the golf field, which causes difficulties for the player. The expression is used figuratively, because the protagonists do not play golf but are in a difficult position. The heading *One Drop of Blood* (*Одна крапля крові*) is an allusion to the "One drop rule." It is an unofficial household and cultural setting that existed until the mid-20th century, especially in the US, and consisted in the strict observance of the theory of "purity of race", according to which a person with the smallest percentage of "Negro blood" should be considered "black" in all respects [14]. The name *Monster in the Closet* (*Монстр у шафі*) refers to the English idiom "skeleton in the closet", used to describe secret shameful facts about someone, but in this literary work a true "skeleton" (monster) appears in a real closet. The idiomatic title *One for the Road* (*На носочок*) appears in the story in its main meaning – the last drink before going home ("Let's have one for the road," says Tookie. – It's time to close"), but in the course of the story this phrase takes on a more specific meaning – one, alone on the road, on the way, as the main characters meet vampires on a deserted road and are forced to fight them all alone. Phraseological units are also used in the headings *Deep Water* (*У тихому вурі*) – it is a part of the idiom "deep waters run deep", *Under Weather* (*Хвора*) and *Bag of Bones* (*Мішок з кістками*). It is remarkable that the former phrase is used in the denotative meaning of its components as the story isn't connected with anybody skinny or "extremely thin" but with real bones, remnants of victims in a bag.

So, with the help of idioms and the play of words (the pun) the author has created original, attractive headlines that are well-remembered and catch the attention of the reader. In another story with the name *Sleeping Beauties* (*Сплячі красуні*) women go to sleep in a sticky white cocoon, we see a hint on the famous Charles Perrault's tale "Sleeping Beauty". According to the plot, when women fall asleep, they find themselves in a different, better place where harmony reigns, and conflicts are extremely rare, but if

the shell covering their heads gets damaged or broken and wakes them up, they become wild and incredibly violent.

Thus, as we can see from the examples given above, such a technique of quoting or allusion is very productive; it is used for compression and promotes the function of influence. In addition to the message function, the title of the literary discourse also implements the function of influence, which manifests itself in expressiveness, imagery, emotionality and evaluation. The presence of a “text-to-text” sharpens the dialogicality of the discourse, increases the moment of a play, serves as a subtext [5]. The pragmatic impact of these headlines is in updating the reader with his or her prior knowledge of the titles of works and names borrowed by the writer to create a certain extralinguistic context for the perception of the further content of the novel or story.

Clear but at the same time strange titles for the reader often reflect the author's desire for epithet and intrigue, for example: *Drunken Fireworks* (П'яні феєрверки), *I Was a Teenage Grave Robber* (Я був підлітком, що грабував могили), *The Word Processor of the Gods* (Комп'ютер богів), *The Little Green God of Agony* (Маленький зелений бог агонії), *Riding the Bullet* (Вверхи на кулі), *The Road Virus Heads North* (Дорожній вірус прямує на північ), *That Bus Is Another World* (Цей автобус це інший світ), *They're Creeping Up On You* (Вони повзуть на тебе). For this very purpose abbreviations, capitalization, additional "non-letter" symbols are included in the title of the works, for example: *11/22/63*, *1408*, *The 43<sup>rd</sup> Dream* (43й сон), *1922*, *From a Buick 8* (З Б'юіку 8), *N (H)*, *Mile 81* (Миля 81), *GUNS* (ГАРМАТИ), *SCREAM* (КРИК), *Shadows 4* (Тіні 4), *UR(УР)*. *Squad D* (Загін Д), *The Dreaded X* (Страшний Ікс), *IT* (ВОНО).

The title's perspective makes it possible to harmonize the artistic text with its artistic world (main characters, time and space, etc.). The condensed headline reflects the main theme, outlines the major storyline, or indicates a major conflict. For example, the title of a piece by P. Straub and S. King *The Talisman* (Талисман) performs an informative function (telling the reader of the main problem of the novel and the protagonist's purpose – to get a Talisman to save his mother) and an integrative function by combining plot lines.

The title can determine the genre of a story, causing the reader to associate it with a particular type of literary work, such as: *The Ballad of*

*the Flexible Bullet* (Балада про гнучку пулю), *Big Wheels: A Tale of the Laundry Game* (Великі колеса: Казка про гру в пральні), *The Chronicles of Harris Burdick* (Хроніки Гаріса Бурдіка), *The Diary of Ellen Rimbauer* (Щоденник Еллен Рімбо), *The Tale of Gray Dick* (Казка Сірого Діка), *Tales From the Darkside* (Казки з темної сторони), *Tales of Unknown Horror* (Казки про невідомий жах), *Tales of the Dead* (Казки мертвих).

The anthropocentricity and forward-looking nature of the title cause the reader to interpret it correctly create a waiting effect for the recipient that may or may not be justified after reading the text. According to Z. Turaeva, only the fully semanticized title contributes to the successful readers' perception of the work [7, p. 56]. Thus, not only the titles that contain the names and characteristics of the main characters are considered to be correct from the point of view of prognostication, but also those that outline the main issues. In such cases, non-extended and extended nominative one-member sentences are actively used in the headers, which carry out the nominative function – name the text containing the pivot word of the text. For example: *Afterlife* (Життя після смерті), *The Aftermath* (Наслідки), *The Body* (Труп), *The Cannibals* (Канібали), *Cell* (Сотовий), *The Crate* (Ящик), *Creepshow* (Шоу жахів), *Desperation* (Відчай), *Dreamcatcher* (Ловець снів), *Firestarter* (Та, що породжує вогонь), *Gramma* (Бабуля), *IT* (Воно), *Insomnia* (Безсоння), *The Jaunt* (Весела подорож), *Magicians* (Чудокоти), *Mercy* (Мерсі. Direct translation – Милосердя), *The Mist* (Туман), *The Monkey* (Мавпа), *Nightmares* (Нічні жахи), *The Outsider* (Чужинець), *The Raft* (Пліт), *Rage* (Лютть), *The Reach* (Протока), *The Ring* (Кільце), *Roadwork* (Дорожні роботи), *Shadows* (Тіні), *The Shining* (Сяйво), *Shivers* (Тремтіння), *Sleepwalkers* (Ті, хто ходять уві сні), *Sneakers* (Кросівки), *The Stand* (Опір), *The Talisman* (Талісман), *Terrors* (Страхи), *Transgressions* (Гріхи), *The Ledge* (Карниз), *Throttle* (Горлянка), *Trucks* (Вантажівки), *The Weapon* (Зброя), *Weeds* (Бур'яни).

Frequency of the usage of such types of titles can obviously be explained by their informative brevity, limited content capacity, and therefore the ability to attract the reader's attention, his or her curiosity. Predictably controversial are the polysemantic titles that make associations unambiguous in the reader's mind and predict the content of the play. These are headlines like: *Rose Madder* (Роза Марена). “Madder” stands for “the madder staining plant”. The plant's English name is in tune with the word “mad” – “crazy”.

The use of abstract nouns in the headings enhances their ambiguity and increases the degree of generalization, resulting in the appearance of similar, homonymous names, and reduces their attractiveness, for example: *Revival* (Відродження), *Dedication* (Присячення), *Memory* (Пам'ять), *Morality* (Мораль), *A Death* (Смерть), *Silence* (Тиша). However, the author relies on his name, which is popular worldwide, and considers it sufficient to convince the reader of the correct choice of a fascinating work. Unwarranted prediction can create rating headlines when the meaning of the text is the opposite of the meaning of the tokens used in the title. For example, the semantics of the title *A Good Marriage* (Щасливий шлюб) sets the reader to a positive perception and appreciation of the life of the heroine of the work. However, the story convinces another: her husband turned out to be a maniac murderer and the woman had to kill him herself. Some headings have an ambivalent pragmatic direction: on the one hand, they are able to make the reader interested in reading and further decoding the title; on the other, they may be alienating and then readers are unwilling to find explanations for the semantics of the title in the text. For example: *The Two Dead Girls* (Дві мертві дівчинки). Thus, the writer often takes risks of the audience attention, but the horror genre involves a certain readership, and what may alienate a common reader may, on the contrary, interest the horror lover.

### 8. Conclusions

The most important paratextual element of the composition of Stephen King's literary works is the title which plays the important structural and substantive role, since it sets the perspective of an ideological and semantic interpretation of the work. The analysis revealed that the titles are extremely important in the artistic system of a book, since they are the exact semantic projection of the ideological and artistic content of the corresponding discourse and act as a kind of connection between the reader and the author of the text. Headings in Stephen King's works are not just phrases prefaced to the entire text or parts of it. They are one of the artistic means of creating meaningful completeness. Directing the reader with a title to a particular set of events, the writer creates an internal subtext that prepares for the perception of the book. Artistically conditioned and significant titles can also be considered as allusions, hints to the idea of the story, to the turning points of the plot, to the main characters.

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ENGLISH PHRASAL VERBS: DERIVATION AND SEMANTICS

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**Abstract.** The paper focuses on the analysis of English phrasal verbs, i.e. complex lexemes that consist of a monolexemic verb and a special component of adverbial and prepositional origin standing in the postposition to the verb and forming with it more or less stable semantic and syntactic combinations. The research considers verbs with the postpositive components 'on' and 'off', defines their common and specific semantic and derivational features. The analysis of derivational processes within the verbs with postpositive components *on* and *off* enables to distinguish two types of derivation typical of them: *word-building derivation* (concerns the units which are formed from basic verbs by means of postpositive components *on* or *off*) and *semantic derivation* (the meanings of the units under consideration are formed from already existing meanings in the direction of metaphorization, restriction, extension or complication of meaning with additional semes). In this case, word derivation is more productive for phrasal verbs with both components – *on* and *off*. The classification of verbs with postpositive components *on* and *off* established in the study includes 8 main semantic types: *physical action, phasal, abstract, psycho-mental, emotional, existential, possessive* and *relational verbs*. Productivity of the basic semantic types of these verbs is different. Hence, for the verbs with the postpositive component *off*, the most common are verbs of physical action while for the verbs with the postpositive component *on* – psycho-mental verbs. In addition to the common meanings, specific meanings have been distinguished within verbs with the postpositive components *on* and *off*, i.e. meanings specific only to verbs with either of the postpositives (typical of solely phrasal verbs with *on* is the meaning of 'to continue', for those with *off* – the meaning

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of 'to finish'). In this case, the verbs with the postpositive component *off* are characterized by a wider variety of semantics. Thus, in the semantic system of the verbs with the component *off* there have been distinguished 25 specific meanings, and in that one of the verbs with the component *on* – 16 specific meanings. This can be mostly due to the different qualitative and quantitative development level of the semantic structure of the postpositive components *on* and *off*. It has been found out also, that between the verbs with the postpositive components *on* and *off* there exist relations of antonymy and synonymy, which, in turn, are caused by such factors as the basic semantic opposition of the postpositive components *on* and *off* in their primary locative meanings and the possibility of desemantization of the postpositive components and their basic verbs during the formation verbs with postpositive components.

### 1. Introduction

Phrasal verbs represent one of the main features of the English verbal word-formation. They consist of a monolexemic verb and a postpositive component of adverbial and prepositional nature which forms with a verb a relatively stable semantic and syntactic combination owing to the weakening of its adverbial or prepositional function.

Many linguists studied phrasal verbs within a certain scope – in particular, they dwelled on the status of the phrasal verb (PhV), the origin and the nature of the postpositive component (PC), the position of the PC towards the verb and phonetic features of the PhV (Amosova, 1963 [1]; Anichkov, 1961 [2]; Basyrov, 2004 [3]; Berlizon, 1958 [4]; Gurskij, 1975 [6]; Zhluktenko, 1954 [7]), combinability of basic verbs (BV) with postpositives (Kaliushhenko, 1993, 2000 [8; 15]; Klijunajte, 1989 [9]; Stupak, 2011 [10]; Marchand 1967 [17]), cognitive characteristics of PhVs (Trubnikova, 2015 [11]; Talmy, 1991 [19]). However, notwithstanding the above mentioned works, semantics as well as derivational processes within the system of English phrasal verbs have not been analyzed minutely enough. In particular, there appears to be no detailed semantic classification of phrasal verbs as a whole, nor can one observe semantic classifications of phrasal verbs with certain postpositive components. Furthermore, in most studies phrasal verbs are regarded beyond the opposition to their basic verbs.



Thus, phrasal verbs can be regarded as derivative lexical units formed from corresponding basic verbs (BV) with the help of postpositive components (PC)/postpositives. In this connection one of the most important aspects of studying English phrasal verbs is to consider their derivational peculiarities, in particular, to identify and analyze types of semantic correlation between phrasal verbs and their basic verbs (Vorobyova, 2015, 2017 [20; 5]).

Based on the comparative analysis of some particular phrasal verbs, namely phrasal verbs with postpositive components *on* and *off* (PhV-*on* and PhV-*off*), that is lexemes like *to turn on*, *to turn off*, the present article is aimed at distinguishing typical semantic and derivational peculiarities of English phrasal verbs. The choice of phrasal verbs with these very postpositives as an object of this study can be accounted for by the fact that these verbal complexes are remarkable in their original semantic opposition, well-developed semantic structure, high productivity and wide use in speech.

## 2. Derivational and semantic peculiarities of English phrasal verbs

The comparative study of PhV-*on* and PhV-*off* which run to 1112 units (404 PhV-*on* and 708 PhV-*off*), taken from definition dictionaries of the English language [14; 18], dictionaries of phrasal verbs [13; 16] as well as British National Corpus [12] was performed to single out common and distinctive semantic and derivational features in the system of the above mentioned verbal derivatives, typical semantic parallels between them.

2.1. *Derivation within PhV-on and PhV-off.* The analysis of derivational processes within PhV-*on* and PhV-*off* enables to distinguish isomorphic as well as allomorphic features in their systems.

2.1.1 Derivational isomorphism of PhV-*on* and PhV-*off* is manifested through:

1) the formation of these verbal derivatives by means of *word-building derivation* (PhV-*on/off* are formed from basic verbs (BV) by means of PC-*on/off*) and *semantic derivation* (the meanings of PhV-*on/off* are developed from the meanings of PhV-*on/off* which already exist in the direction of their metonymization, narrowing, widening or modification by additional semes) and

2) the presence of 3 following types of system-defined relations between PhV-*on/off* and their basic verbs: *the relations of derivation* (the meanings of PhV-*on/off* are either explicitly or implicitly motivated by the meanings of their basic verbs); *the relations of idiomatic character* (the meanings of

PhV-*on/off* are not motivated by the meanings of their basic verbs and can be, therefore, regarded as set expressions with figurative meanings); *the relations of equivalence* (the meanings of the basic verbs and PhV-*on/off* are identical, PC-*on/off* are completely deprived of their lexical meanings and perform the function of the intensifying particle, modifying the meaning of the basic verb). The most productive for both PhV-*on* and PhV-*off* appear to be the relations of derivation that can be accounted for by the original derivative nature of these lexical units.

2.1.2 Allomorphy within the derivational systems of the phrasal verbs under study can be proved by: 1) the fact that different word-forming models appear to be productive for PhV-*on* and PhV-*off* and 2) more productive in quantitative as well as qualitative relations semantic derivation within PhV-*off*. While speaking about the productivity of word-forming models for PhV-*on* and PhV-*off*, it is necessary to mention that the most productive, typical of PhV-*off* exclusively, is the model “BV of movement + PC-*off* with the meaning of ‘away from (the place)’ → PhV-*off* with the meaning of ‘to leave a place in the way expressed by the BV’” while for PhV-*on* the most typical is the model “BV of movement / social activity of a person + PC-*on* with the meaning of ‘continuation of the action’ → PhV-*on* with the meaning of ‘the continuation of the action, expressed by the BV’”. As for the higher productivity of semantic derivation within PhV-*off*, it should be noted that the possibility of semantic derivation within PhV-*on* is confined only to metaphORIZATION and narrowing of the already existing meanings of PhV-*on* while PhV-*off* can develop their meanings not only in the direction of their metaphORIZATION and narrowing, but also widening or modification by additional semes.

The next tables give a general vision of derivational processes which occur within PhV-*on* and PhV-*off*

2.2. *Semantics of PhV-on and PhV-off*. The principal semantic characteristic in common for PhV-*on* and PhV-*off* is the functioning of these verbal combinations within 8 common semantic types and coming from this the presence of 8 typical meanings of PhV-*on/off*, which, on their turn, are represented by common meanings of semantic subtypes, groups and subgroups.

The heterogeneity of the semantic structure of PhV-*on* and PhV-*off*, which is manifested through the presence of specific semantic types and meanings in their systems, is the main distinguishing semantic feature of these verbal complexes.

Table 1

**Types of Derivation within PhV-on and PhV-off**

№	Type of Derivation	The number of PhV-on	The number of PhV-off
1.	<b>Word-forming Derivation</b> (certain changes in the semantics of BVs at the formation of PhV-on and PhV-off)	395 (97,8%)	610 (86,2%)
2.	<b>Semantic Derivation</b> (certain changes within already existing meanings of PhV-on/off at the formation of their new meanings)	9 (2,2%)	98 (13,8%)
	<b>Total</b>	<b>404 (100%)</b>	<b>708 (100%)</b>

Table 2

**Means of Word-forming Derivation within PhV-on and PhV-off**

№	Means of Word-forming Derivation	PhV-on		PhV-off	
		Example	Number	Example	Number
1.	<b>The Presence of Word-forming Derivation</b> (partial or full change of the meanings of the BVs at the formation of PhV-on/off from them)		<b>384</b> <b>(97,2%)</b>		<b>534</b> <b>(87,5%)</b>
1.1.	<b>The Presence of Semantic Connection</b> (the possibility to derive the meanings of PhV-on/off from the meanings of their BVs)		<b>277</b> <b>(70,1%)</b>		<b>414</b> <b>(67,8%)</b>
1.1.1.	<b>Explicit motivation</b> (full reproduction of the meanings of BVs in the PhV-on/off's semantics)	<i>to ride on</i> 'to continue riding ← <i>to ride</i> 'to travel along, controlling and sitting on (a horse or other animal, a bicycle, or a motorcycle)'	<b>70</b> <b>(17,7%)</b>	<i>to hack off</i> 'to remove by hacking ← <i>to hack</i> 'to cut with a knife or smth. sharp, in a rough and careless way'	<b>169</b> <b>(27,7%)</b>

Continuation of Table 2

1.1.2.	Implicit motivation		207 (52,4%)		245 (40,1%)
1.1.2.1.	the possibility to re-interpret the meanings of PhV- <i>on/off</i> and their BVs	<i>to bank on</i> 'to rely on smb./smth. (to have confidence in)' ← <i>to bank</i> 'to keep money (in a bank)' (if one keeps money in a bank, they rely on this service (i.e. have confidence in it))	171 (43,3%)	<i>to pack off</i> 'to send smb. to a place, usu. without asking them if they want to go' ← <i>to pack</i> 'to put (things, esp. one's belongings) into cases, boxes, etc., usu. for taking somewhere'	181 (29,6%)
1.1.2.2.	the presence of a common seme or semes in the semantics of PhV- <i>on/off</i> and their BVs	<i>to hop on</i> 'to throw smth. (i.e. to cause smth. to move, usu. forward)' ← <i>to hop</i> 'to jump (= to move oneself into the air by the force of one's legs)'	36 (9,1%)	<i>to skip off</i> 'to leave (i.e. to move away from) a place suddenly, esp. when you should not' ← <i>to skip</i> 'to move in a light dancing way'	64 (10,5%)
1.2.	<b>The Absence of Semantic Connection</b> (no possibility to derive the meanings of PhV- <i>on/off</i> from the meanings of their BVs	<i>to round on</i> 'to criticize, usu. sharply' ← <i>to round</i> 'to make smth. round' (the meaning of PhV- <i>on</i> and its BV are not sematically related)	107 (27,1%)	<i>to blow off</i> 'to cancel (an event)' ← <i>to blow</i> 'to send out a strong current of air' (the meaning of PhV- <i>on</i> and its BV are not sematically related)	120 (19,7%)
2.	<b>The Absence of Word-forming Derivation</b> (the meanings of PhV- <i>on/off</i> and their BVs are identical)	<i>to cheer on</i> 'to express approval or support, to encourage' ← <i>to cheer</i> 'to express approval or support, to encourage'	11 (2,8 %)	<i>to auction off</i> 'to sell smth. at an auction' ← <i>to auction</i> 'to sell smth. at an auction'	76 (12,5%)
	<b>Total</b>		395 (100%)		610 (100%)

2.2.1 PhV-*on* and PhV-*off* share 8 following semantic types: *physical, mental-psychological, abstract, emotive, possessive, phasal, relative and existential PhV-on/off*. The degree of productivity within these principal semantic types of PhV-*on* and PhV-*off* varies. The most productive in the semantic system of PhV-*on* are mental-psychological verbs, e.g. *to dwell on* ‘to think about something for too long, especially about something that is unpleasant’ (the verb of mental activity); *to carry on* ‘to behave in a silly or excited way’ (the verb of psychological activity, namely the verb of behaviour). In the system of PhV-*off*, however, these are the verbs of physical action, e.g. *to run off* ‘to leave somewhere by running, usually to avoid being caught’ (the verb of movement, namely moving away); *to rub off* ‘to remove something from a surface by rubbing it’ (locative verb with the additional meaning of physical impact).

Phrasal verbs under consideration differ in two semantic types, which are the verbs of *sense perception*; such as, *to happen on* ‘to catch sight of something or somebody, usually unexpectedly’ exclusively for PhV-*on* and *physiological* verbs; such as, *to nod off* ‘to fall asleep when you do not intend to’ solely for PhV-*off*.

2.2.2 Common typical meanings of PhV-*on* and PhV-*off* naturally coincide with the above mentioned common semantic types and stand for 8 following meanings: *physical action, mental-psychological action, abstract action, emotive action, possession, phase of the action, relativity and existence*. In their turn, they are expressed through common meanings of the following subtypes, groups and subgroups: *physical action* → movement (movement proper, causation of movement) and location (causation of location); *mental-psychological action* → speaking, mental activity and behaviour; *abstract action* → change of the quality (change of the quality proper, causation of change of the quality), abstract usage and successful accomplishment of the action; *emotive action* (causation of feeling); *possession* (causation of possession, the beginning of possession); *phase of the action* (the beginning of the action); *relativity* (interpersonal relations, correlation); *existence* (creation).

The table below illustrates quite well the above mentioned thesis.

As it can be seen from the examples in Table 1, even though PhV-*on* and PhV-*off* have typical meanings in common, these meanings are usual-

Table 3

Common Typical Meanings of PhV-on and PhV-off

№	Typical meaning	PhV-on		PhV-off	
		Example	Number	Example	Number
1.	physical action		54 (19,5%)		216 (54,7%)
1.1.	movement		26 (9,4%)		166 (42%)
1.1.1.	movement proper	<i>to pass on</i>	14 (5,1%)	<i>to speed off</i>	116 29,3%)
1.1.2.	causation of movement	<i>to move (smb.) on</i>	12 (4,3%)	<i>to push (smb.) off</i>	50 (12,7%)
1.2.	location (causation of location)	<i>to throw (smth.) on</i>	28 (10,1%)	<i>to throw (smth.) off</i>	50 (12,7%)
<b>2.</b>	<b>mental-psychological action</b>		90 (32,5%)		<b>42 (10,6%)</b>
2.1.	speaking	<i>to hammer on</i>	43 (15,5%)	<i>to reel off</i>	21 (5,3%)
2.2.	mental activity	<i>to cotton on (smth.)</i>	32 (11,6%)	<i>to brush (smth.)off</i>	13 (3,3%)
2.3.	behaviour	<i>to gam on</i>	15 (5,4 %)	<i>to take off</i>	8 (2%)
3.	abstract action		31 (11,2%)		<b>28 (7,1%)</b>
3.1.	change of the quality		14 (5,1%)		15 (3,8%)
3.1.1.	change of the quality proper	<i>to get on</i>	10 (3,6%)	<i>to taper off</i> <sup>c</sup>	7 (1,8%)
3.1.2.	causation of change of the quality	<i>to put on</i>	4 (1,5%)	<i>to wipe off</i> <sup>c</sup>	8 (2%)
3.2.	abstract usage	<i>to poll on (smth.)</i>	12 (4,3%)	<i>to live off (smth.)</i>	8 (2%)
3.3.	successful accomplishment of the action	<i>to take on</i>	5 (1,8%)	<i>to take off</i>	5 (1,3%)
<b>4.</b>	<b>emotive action</b> (causation of feeling)	<i>to bring (smb.) on</i>	<b>37 (13,3%)</b>	<i>to tick (smb.) off</i>	<b>16 (4,1%)</b>
<b>5.</b>	<b>possession</b>		11 (4%)		<b>34 (8,6%)</b>
5.1.	causation of possession	<i>to hand (smth.) on</i>	7 (2,5%)	<i>to buy smb. off</i>	17 (4,3%)

Continuation of Table 3

5.2.	the beginning of possession	<i>to queer on (smb.)</i>	4 (1,5%)	<i>to cream off (smth.)</i>	17 (4,3%)
<b>6.</b>	<b>phase of the action</b> (the beginning of the action)	<i>to come on</i>	<b>26</b> <b>(9,4%)</b>	<i>to kick off</i>	<b>18</b> <b>(4,5%)</b>
<b>7.</b>	<b>relativity</b>		25 (9%)		16 (4,1%)
7.1.	interpersonal relations	<i>to call on (smb.)</i>	18 (6,5%)	<i>to help (smb.) off</i>	9 (2,3%)
7.2.	correlation	<i>to ride on (smb./sth.)</i>	7 (2,5%)	<i>to trade off</i>	7 (1,8%)
<b>8.</b>	<b>existence</b> (creation)	<i>to lay (smth.) on</i>	<b>3</b> <b>(1,1%)</b>	<i>to let (smth.) off (smb./sth.)</i>	<b>25</b> <b>(6,3%)</b>
	Total		277 (100%)		395 (100%)

ly modified by some additional semes which vary for PhV-*on* and PhV-*off* within one and the same typical meaning. Thus, the principal difference in the semantics of PhV-*on* and PhV-*off* of movement lies in the fact that PhV-*off* of this kind are most likely to express ‘leaving a place (quite often in a way implied by the basic verb)’ while such PhV-*on* mostly denote ‘moving forward’. This phenomenon can be primarily explained by full implementation of spatial semantics inherent to postpositive components *on* and *off*. Besides, the basic seme of movement within the subtype “movement proper” is modified by a bigger number of extra semes denoting the manner of this movement in the system of PhV-*off* (here refer such semes as ‘away (from a place)’, ‘leaving smb. behind’, ‘slowly’, ‘backwards’, ‘from inside into outside’) compared with PhV-*on* (only two semes can be suggested: ‘fast’ and ‘following somebody’). Verbs of the second subtype implying causation of movement share more common features than the verbs denoting movement proper. In particular, they both can express “enforcement to leave a place”. Locative PhV-*on* and PhV-*off*, for which isomorphic is the meaning of causation of location, demonstrate opposition as for the locative component of the meaning of the verbs (‘onto the surface’ – ‘off, away from the surface’).

Dwelling on the abstract meanings of phrasal verbs in question, it should be mentioned that such figurative PhV-*on* and PhV-*off* demon-

strate clearer isomorphism in comparison with PhV-*on* and PhV-*off* of direct “physical” semantics and differ only within particular definitions (see examples in Table 1). This can be accounted for by the process of desemantization of the postpositives, which together with basic verbs that lose their direct nominative meanings, form more stable (quite often *idiomatic*) in terms of semantics lexical units. The most notable thing in this respect is the possibility to single out mostly partial synonymy, especially within PhV-*on* and PhV-*off* denoting abstract usage, successful accomplishment of the action, causation of possession, the beginning of possession and phase of the action (the beginning of the action). At the same time other PhV-*on* and PhV-*off* of “abstract” semantics may also reveal allomorphic features. Here we can speak about certain connotations in the semantic structure of PhV-*on* and PhV-*off* implying change of the quality proper and causation of change of the quality as well as emotive PhVs. On the whole, opposite to PhV-*on* which in most cases express the intensification of the quality and positive emotions, PhV-*off* indicate the lessening of the quality and negative emotions respectively (see examples in Table 1).

Detailed semantic classification of PhV-*on* and PhV-*off* enables to claim, that PhV-*off* can be characterized by more versatile semantics. Thus, the system of PhV-*off* contain 22 specific meanings, the most productive of which are “separation / causation of separation”, “finishing / termination of the action”, “destruction”), e.g. *to drop off* ‘to get separated from something by dropping’, *to fence off* ‘to separate with a fence’, *to clock off* ‘to finish work (especially at a stated time)’, *to break off* ‘to stop doing something, especially suddenly’, *to blast off* ‘to destroy with an explosion’. At the same time, PhV-*on* have only 16 specific meanings among which the most distinct are “physical impact”, “continuation of the action”, “location proper”), e.g. *to round on* ‘to suddenly attack somebody physically when they do not expect it’, *to press on* ‘to continue doing something steadily and persistently’, *to linger on* ‘to stay somewhere for a long time, or longer than expected’. The reason for this is that postpositive components *on* and *off* are endowed with peculiar semantic features, namely, different qualitative and quantitative level of their semantic structure development (PC-*off* has a wider semantic structure than PC-*on*).



2.2.3 The comparative analysis of PhV-*on* and PhV-*off* semantics was also aimed to single out and study synonymic and antonymic relations typical of these verbal complexes.

2.2.3.1 The principal spatial meanings of postpositives *on* and *off* are ‘onto the surface’ for PC-*on* and ‘away from the surface’ for PC-*off*. It is this particular opposition that accounts for the presence of antonymic relations between PhV-*on* and PhV-*off*. It should be emphasized that these are the above mentioned meanings of PC-*on* and PC-*off* that assume the main differential semantic potential, as in overwhelming majority of cases derivational basis of these phrasal verbs is made up by the same basic verbs, e.g. *to sign* ‘to give a sign’ → *to sign on* 1) ‘to give a sign to start a TV or radio broadcasting’; 2) *to sign off* ‘to give a sign to finish a TV or radio broadcasting’ (in this case direct spatial meanings of PC-*on* and PC-*off* are transformed into phasal meanings of *beginning* and *finishing* the action expressed by the basic verb).

Antonymic relations between PhV-*on* and PhV-*off* can be observed within 3 types of phrasal verbs under consideration, namely, locative and phasal PhV-*on/off* as well as PhV-*on/off* of functioning (verbs of physical action). They are manifested through 2 following semantic oppositions: “the beginning of the action – the finishing of the action” (primary opposition) and “causation of the beginning of the action – causation of the finishing of the action” (secondary opposition). Among some special means of achieving semantic opposition it is also possible to distinguish

1) modification of the opposite phasal meanings “the beginning / the finishing of the action” by an additional causative seme (“the beginning / the finishing of the action → causation of the beginning / the finishing of the action”) and

2) concretization of the phasal meaning “the finishing of the action” (“the finishing of the action” → “the termination of the action”, where “the termination of the action” implies its sudden and unexpected “finishing”). The total number of PhV-*on* and PhV-*off* marked by antonymic relations is 39 lexical units (20 PhV-*on* and 19 PhV-*off*).

The table below provides more general information about the antonymy within PhV-*on* and PhV-*off*.

Table 4

Antonymic Relations within PhV-on and PhV-off

№	Semantic type of PhV-on and PhV-off	PhV-on		PhV-off	
		Example	Number	Example	Number
1.	<b>Locative</b> (causation of the beginning of location – causation of the termination of location)	<i>to draw on</i> ‘to put (e.g. shoes, clothes) on your body by pulling them’ ← <i>to draw</i> ‘to move by pulling’	9 (45%)	<i>to draw off</i> ‘to remove smth. that you are wearing by pulling them’ ← <i>to draw</i> ‘to move by pulling’	8 (42,1%)
2.	<b>Functioning</b> (causation of the beginning of functioning – causation of the termination of functioning)	<i>to switch on</i> ‘to make a light, machine or engine start working by pressing a switch’ ← <i>to switch</i> ‘to change or move by a switch’	7 (35%)	<i>to turn off</i> ‘to make a light, machine or engine stop working by pressing a switch’ ← <i>to switch</i> ‘to change or move by a switch’	7 (36,8%)
3.	<b>Phasal</b> (the beginning of the action – the finishing of the action)	<i>to clock on</i> ‘to start work (esp. at a stated time)’ ← <i>to clock</i> ‘to record the time’	4 (20%)	<i>to clock off</i> ‘to finish work (esp. At a stated time)’ ← ‘to record the time’	4 (21,1%)
	<b>Total</b>		<b>20</b> <b>(100%)</b>		<b>19</b> <b>(100%)</b>

2.2.3.2 Synonymic relations within PhV-on and PhV-off are typical of 5 types of these complexes, namely physical, abstract, possessive, phasal and emotive PhV-on/off. Synonymy between PhV-on and PhV-off appears to be possible due to desemantization of postpositives which get combined with basic verbs, change their meanings and form with these verbs stable expressions with figurative meanings. Normally, derivational basis for such PhV-on and PhV-off is made up by different verbs, e.g. *to pick on* ‘to bother, to disturb’ ← *to pick* ‘to hollow, to pierce’ and *to tick off* ‘to bother, to irritate, to make angry’ ← *to tick* ‘to make a regularly repeated short sudden sound’. However, one can come across partially synonymous PhV-on and PhV-off which are based on the same verbs, e.g. *to sell on* ‘to sell something to another person

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soon after you have bought it' and *to sell off* 'to sell all or part of an industry or company' are both derived from the verb *to sell* having the meaning of 'to give or pass (property or goods) to someone else in exchange for money'.

The examples given above serve to confirm two ideas: 1) the possibility of desemantization of basic verbs and postpositive components during the formation of phrasal verbs as well as 2) the so-called non-motivated use of PCs when the latter lose their direct nominative meanings and start modifying the meanings of basic verbs which, in their turn, remain unchanged. The total number of such PhV-*on* and PhV-*off* run to 21 units (10 PhV-*on* and 11 PhV-*off*).

The following table clearly illustrates the above mentioned theses.

Table 5

### Synonymic Relations within PhV-*on* and PhV-*off*

№	Semantic type of PhV- <i>on</i> and PhV- <i>off</i>	PhV- <i>on</i>		PhV- <i>off</i>	
		Example	Number	Example	Number
1.	<b>Possessive</b> (causation of possession)	<i>to sell on</i> 'to sell smth. to another person soon after you have bought it'	2 (20%)	<i>sell off</i> 'to sell all or part of an industry or company'	3 (27,2%)
2.	<b>Phasal</b> (the beginning of the action)	<i>to come on</i> 'to start (about the program, season, event, etc.)'	2 (20%)	<i>kick off</i> 'to start (about the event, etc.)'	2 (18,2%)
3.	<b>Physical</b> (movement, namely "moving away")	<i>to move on</i> 'to leave a place after staying there for some time'	2 (20%)	<i>to move off</i> 'to leave a place'	2 (18,2%)
4.	<b>Abstract</b> (abstract usage)	<i>to trade on</i> 'to use smth. in order to get an advantage for yourself, esp. in a dishonest or unfair way'	2 (20%)	<i>to trade off</i> 'to take advantage of smth., usu. by turn'	2 (18,2%)
5.	<b>Emotive</b> (causation of feeling)	<i>to put on</i> 'to bother, to irritate'	2 (20%)	<i>to tick off</i> 'to bother, to irritate, to make angry'	2 (18,2%)
	<b>Total</b>		<b>10</b> <b>(100%)</b>		<b>11</b> <b>(100%)</b>

### 3. Conclusion

The present research enables to make some interesting generalizations. Notwithstanding initial opposition typical of PhV-*on* and PhV-*off*, which accounts for their allomorphy, the previously mentioned phrasal verbs, according to the analysis, can be characterized by the presence of isomorphic features as well.

3.1 Allomorphy becomes apparent mostly within the semantic system of PhV-*on* and PhV-*off*. Detailed semantic classification of these verbal complexes demonstrates that

1) PhV-*off* are endowed by more versatile semantics (compare 22 specific meanings for PhV-*off* and 16 specific meanings for PhV-*on*, see also 2.1.2) mainly due to different qualitative and quantitative level of the semantic structure development of postpositives (PC-*off* has a wider semantic structure than PC-*on*);

2) the principal spatial meanings of postpositives *on* and *off* ‘onto the surface’ (PC-*on*) and ‘away from the surface’ (PC-*off*) stand for antonymic relations between PhV-*on* and PhV-*off* that can be observed within three types of these phrasal verbs, namely locative and phasal PhV-*on/off* as well as PhV-*on/off* of functioning that belong to verbs of physical action (see also 2.2.1).

Allomorphic features within the derivational systems of the phrasal verbs under analysis are of minor scale compared to semantic allomorphy: 1) PhV-*on* and PhV-*off* have different productivity degree for word-forming models and 2) PhV-*off* are characterized by more developed system of semantic derivation (see also 2.3.2).

3.2 Isomorphism within the systems of PhV-*on* and PhV-*off* can be traced equally both within semantic and derivational systems of these verbal combinations. In terms of semantics they have common typical meanings of physical action, mental-psychological action, abstract action, emotive action, possession, phase of the action, relativity and existence. PhV-*on* and PhV-*off* differ only in two typical meanings – verbs of sense perception for PhV-*on* and physiological verbs for PhV-*off* (see also 2.1.1).

The principal derivational feature in common for PhV-*on* and PhV-*off* is that derivational processes for both of them occur in two directions: 1) the formation of these verbal derivatives with the help of word-building derivation manifested through explicit and implicit motivation (PhV-*on/off* are

formed from basic verbs by means of PC-*on/off*) and 2) the development of the semantic structure of these units by means of semantic derivation (the meanings of PhV-*on/off* develop from the meanings of PhV-*on/off* which already exist in the direction of their metaphorization, narrowing, widening or modification by additional semes). Semantic correlations between PhV-*on/off* and their basic verbs in this respect fall into 3 following types: the relations of derivation, the relations of idiomatic character, the relations of equivalence, the most productive of which being the relations of derivation owing to the original derivative nature of these lexical units (see also 2.3.1).

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**ANTITHESIS AS A STRATEGY OF SUGGESTIVE IMPACT  
IN AMERICAN ELECTORAL DISCOURSE**

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**Abstract.** The paper deals with antithesis as a suggestive strategy of speech influence. The strategy is realized through binary axiological concepts verbalized by antonymic lexemes in predicative and non-predicative constructions combined by means of contrastive conjunctions. The problem of suggestion and suggestive impact in speech requires an inter-disciplinary approach. Suggestion is a complex mechanism of manipulation; however, this research focuses on deliberate verbal impact on voting audience where antithesis or juxtaposition is one of the most powerful instruments. Thus, the research domain is an American electoral discourse, where American political leaders build their positive images through verbal interaction with their audiences. The research materials included electoral public speech and debate transcripts of three periods (presidential elections of 2012, 2016 and 2020). Results of the survey showed that among other effective strategies, including rational and emotional argumentation, the strategy of suggestion (impelling) is of great manipulative potential. American political leaders heavily rely on that strategy, though often deliberately worked out by their speechwriters. Practical implications. One of the instruments constituting the suggestive strategy is verbal antithesis. The antithesis (juxtaposition) is embodied by predicative / non-predicative parallel syntactic constructions combined by particular subordinating conjunctions. These syntactic constructions are filled with argumentative content, expressed either explicitly, or implicitly. Explicit means of antithesis imply the use of paradigmatic and syntagmatic antonyms that appeal to axiological (value-tagged) binary concepts. Thus,

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the political discourses makes the interpreters (potential voters) focus and build their own interferences around the associative relations between the positively / negatively marked value dominants, concepts, and the personality of certain political leaders. This impact helps the political leaders realize their primary communicative intent that consists in discrediting opponents and creating their own positive images.

### **1. Introduction**

The English (American English) language offers a variety of means that help the speakers achieve their aims. The global communicative intention of political leaders consists in the influence on the electorate in order to gain / retain political power. To achieve success politicians seek discursive domination over their rivals in the process of interaction with their voters. The purpose of this article is to analyze antithesis as a means of suggestive influence in American electoral discourse. Contemporary world tendencies in high politics are biased to brainwashing and manipulation over mass consciousness of society with the purpose of impelling. Everyday citizens and potential voters are the target of propaganda, with their mind and subconsciousness being implanted with various prompts, directives and recommendations as regards the way of living, the way of making choices and favouring these or other political leaders. The relevance of the research consists in the interest of modern linguists in suggestion as a form of impelling through speech in political discourse, whose receivers (voters) get the instructions for actions, as well as the need for a comprehensive study of suggestive discursive strategies and means of their verbalization. Suggestion has been studied by psychologists (Wundt, W., 1892; Bechterew, W.M., 1910; Goncharov G.A., 1995; Parygin, B.D., 1999; Green, J.P., 2005; Bargh, J.A., 2008; Ruyschaert, N. 2014) linguists (Tolkunova E.G., 1998, Cherepanova, I.A., 1996; 2002; Ilchenko, M.L., 2014; Martyniuk, A.P., 2015) and marketologists, and politologists (Robert A. Rackleff, 1988; Grabowsky, P., 2016 etc.).

The material was retrieved from transcripts of the pre-election speeches and televised debates of US presidential candidates (Barack Obama, Hillary Clinton, Donald Trump) as well as Joe Biden, Sarah Palin and other leaders. The total amount of the transcripts under study is 5 quires.



### 2. Theoretical background

The analysis of strategies in electoral discourse first requires the definition of its proper object of study: What is the meaning of “electoral discourse”? The easiest and not altogether misleading answer is that electoral discourse is identified by its participants, namely, politicians. Thus, a great number of studies focus on political discourse, which is about the text and talk of professional politicians or political institutions, such as presidents, senators, governors and other members of government, parliament or political parties, both at the local, national and international levels. Electoral or pre-election discourse is a genre of political discourse that only occurs within electoral campaigns of politicians who become candidates for presidency.

In this context, politicians are the group of people who are being paid for their pre-election activities, and who are being elected or appointed (or self-designated) as the central players in the politics. This way of defining electoral discourse is hardly different from the identification of technical, religious or educational discourse with the respective participants in the domains of technology, religion or education.

However, we should bear in mind that although politicians play a crucial role in political science as actors and authors of political (electoral) discourse and other political practices, they are not the only participants in the domain of politics. From the interactional point of view of discourse analysis, we therefore should also mention the recipients of politicians' messages, namely the audience of voters (the public, the people, citizens, the “masses”, and other groups or categories. Electoral discourse itself has several sub-genres, however in this research we focus on televised electoral debates as formal discussions, for example in a parliament or institution, in which politicians express different opinions about a particular political subject; a formal contest in which the affirmative and negative sides of a proposition are advocated by opposing politicians. Thus, when studying verbal interaction in electoral discourse two groups of participants in political communication appear on the stage –politicians and voters. The instrument the former use to interact with the latter is called a discursive strategy.

A language strategy proper is the one applied by language users in the production and comprehension of verbal speech acts, using a natural language [19, p. 76]. A **discursive strategy** may be well interpreted as the communicative intention of the speaker based on using public experience

for his/her own individual needs and wishes. This intention has verbal objectification, which gives it an interactive status since its verbalized form is comprehended by all receivers (readers/hearers) [7, p. 85]. The strategy may be realized through tactics i.e. one or more actions that contribute to its implementation [7, p. 89, 110].

When successful, the strategy activates not only knowledge and factual data, but also opinions, attitudes, values, and emotions, for example, to evaluate the personality of the speaker (here political leader).

A **suggestive discursive strategy** is determined as suggestion or mind-programming is the process of one-sided influence on the human mental sphere, associated with a reduced consciousness and critical thinking during the perception of the suggestive content [6, p. 161] without its intentionally active understanding, detailed logical analysis, evaluation and comparison with individual's past experience and present condition [5]. To put it simply, suggestion is the process whereby the mere presentation of an idea to a receptive individual leads to the acceptance of that idea [9].

Psychologically, suggestion is associated with evoked emotions, unconscious thoughts and attitudes, mental and physical states. Linguistically, suggestion is embodied in the structural organization of the speech acts of discourse participants rather than their semantic content and stylistic means. Suggestive strategies function latently, contributing to the speaker's communicative intent through the subconscious state of the receivers of the message.

The means of verbal embodiment of suggestion are syntactic structures. Suggestion does not stand alone, it is always realized in interaction with the argumentation that fills these structures with meaning, either rational or emotional [3, p. 162-163].

To understand suggestion better, one can imagine a train that delivers some goods to the receiving terminal. Thus, the train and its carriages are suggestion, the goods to be delivered are logical and emotional arguments, and the receiving terminal is the mind of the speech listener/ reader. In the context of political discourse voters stay aware, not unconscious, asleep, or controlled by the political leaders, however they voluntarily accept suggestions.

**Argumentation** is a discursive strategy realized in speech and affecting either a rational or emotional sphere of human consciousness through per-

suasion [3, p. 160]. Argumentation is a content-related discursive strategy can be determined as a system composed of prerequisites and inferences made by the receiver of the message.

Rational argumentation has to do with logical thinking and is based on reasoning. It includes the arts of debate, conversation, and persuasion. It studies rules of inference, logic, and procedural rules of persuasion. So, rational argumentation implies verbal activity aimed at convincing a person to accept some point of view through a system of put forward propositions, justifying or refuting the proposition presenting a point of view. Rational argumentation uses logical operators for intellectual considerations and then accepting standpoints.

Emotional argumentation focuses on emotions expressed by different feelings. Emotional arguments are represented by speech acts that possess an ability to excite various feelings. This can be done through the use of lexical words and idiomatic expressions whose semantics triggers the correspondent emotions in voters' subconsciousness, e.g. anger, discontent, sadness, compassion, joy, delight, pride etc.

The effectiveness of rational and emotional argumentation may be increased through a well-conceived suggestive organization of speech.

In view of a cognitive-discursive approach, antithesis is interpreted as one of the verbal suggestive influence strategy.

**Antithesis** (Greek for "setting opposite", from ἀντί "against" and θέσις "placing") is used in writing or speech either as a proposition that contrasts with or reverses some previously mentioned proposition, or when two opposites are introduced together for contrasting effect [12].

The semantic essence of antithesis can be formed by opposing concepts that form a complementary or mutually exclusive pairs, easily perceivable and conceivable by the audience. The use of one in the first half of this stylistic device stimulates the expectation of its verbal counterpart in the second half. This effect on the audience seems to be an important aspect of antithesis.

Back to antiquity, Aristotle shows how antitheses are usually formed with contraries like good and evil, love and hatred, further dividing them into those that admit intermediates and those that don't. Oppositions can be expressed through pairs of words that form either alternatives or correlatives, pairs that designate reciprocal or complementary relationships, like

cause/effect, or sell/buy [12]. What is relevant to this research is the parallel syntax of antithesis that realizes the contrast not only in a visual but in an aural way. This way, antithesis functions both to delight the ear, slow down critical thinking and deliver an argument to the voters. Oppositives form antitheses easily because they imply repetition that brings about parallel phrases. The influence of the opposition is enhanced by the neutral background of the parallel syntax.

Thus, antithesis relies on oppositions that are realized in parallel syntactic constructions inevitably leading to a most powerful suggestive device – repetition.

Antithesis is a rhetorical device that dramatically denies some thesis (statement) or consists in reasonable opposition of two binary images [10]. Contrasting acts on human psyche, programming it to perceive the world in a particular way. This is the way contradiction / opposition is expressed in binary structures that show a high degree of suggestivity.

A binary opposition is a pair of related concepts that are opposite in meaning and often mutually exclusive. Binary opposition is seen as a fundamental organizer of human philosophy, culture, and language.

According to Ferdinand de Saussure, the binary opposition is the means by which the units of language have value or meaning; each unit is defined in reciprocal determination with another term. It is not a contradictory relation but rather a, complementary one. Typically, one of the two opposites assumes a role of dominance over the other. The categorization of binary oppositions is "often value-laden and ethnocentric", with an illusory order and superficial meaning [18]. Furthermore, Pieter Fourie discovered that binary oppositions have a deeper or second level of binaries that help to reinforce meaning. As an example, the concepts HERO and VILLAIN involve secondary binaries: *good/bad*, *handsome/ugly*, *liked/disliked*, and so on [13]. Binary oppositions are easily perceived and processed by human conscience, helping individuals to more quickly find the place of the relevant concept in his/her conceptual framework. To prove this idea, one may remember the fact that antitheses are very common and typical of such prototypic suggestive texts as prayers, incantations, and fairy-tales [2].

Opposition in the antithesis rests on suggestive, mostly parallel predicative and non-predicative syntactical structures connected with subordinating conjunctions of contrast (*but*, *by contrast*, *however*, *instead*, *never-*

*theless, nonetheless, notwithstanding, on the contrary, whereas, only, still, while, after all, on the other hand, not only...but also, by comparison, yet, at the same time*) and conjunctions of concession (*although, though, in spite of, despite, even if, whether...or, albeit, admittedly, regardless*) [11, p. 99].

The suggestion itself does not make any sense unless combined with argumentation. Argumentation in the opposition activates binary concepts that are expressed by either paradigmatic antonyms (conventionally built in the language system), or syntagmatic antonyms (words or phrases that oppose each other within the context of discourse). The suggestion patterns that deliver arguments to the audience can be expressed in the Structuralist tradition as **complementaries** that comprise pairs that in their default interpretations clearly bisect a domain into two sub-domains, as for *past – future, closed – open, truth – lie*; **contraries** that denote degrees of some property, e.g. *fast – slow, long – short, poor – rich, hot – cold, solid – liquid*. Antonyms can be also called **reversives** to denote change in opposite directions between two states, as in *fall – rise, increase – decrease* and **converses** to denote two opposed perspectives on a relationship or transfer – for example, *buy – sell, father – son*.

### 3. Empirical Analysis of suggestion in antithesis

To study the suggestive impact on the voters we analyzed the debates between leading politicians taking part in electoral campaigns. The transcripts of the debates allowed reading the speech and singling out the relevant speech acts.

To exemplify how suggestion acts in antithesis, we may consider the speech act of Senator Clinton, speaking of drastic changes in political sphere in the context of North American Free Trade Agreement:

(1) SEN. CLINTON: *It is not enough just to criticize NAFTA, which I have, and for some years now. I have put forward a very specific plan about what I would do, and it does include telling Canada and Mexico that we will opt out unless we renegotiate the core labor and environmental standards – **not side agreements, but core agreements** (Democratic Debate Transcript (Barack Obama, Hillary Clinton) – February 26, 2008).*

The suggestive effect is hidden in parallel non-predicative constructions combined with negative double conjunction *not...but*. Paradigmatic complementary antonyms *side – core: side agreements – core agreements*

represent rational argumentation. These antonyms activate binary concepts CENTRALITY and MARGINALITY in voters' minds. Senator Clinton tries to emphasize that it is she who is going to negotiate on core rather than side agreements, whereas her political opponents focus on the latter ones. Thus, the opposition suggests the inference that Hillary Clinton is a more effective political leader, solving major problems of American society and focusing on what Americans really need. In contrast, her political opponents seem less effective, focusing on minor issues.

Thus, a politician can use suggestion to activate the required inferences in the minds of his/her voting audience. The inference is the act of passing from one proposition, statement, or judgment considered as true to another whose truth is believed to follow from that of the former [16].

The suggestive potential of oppositions is illustrated in a speech act by Senator Obama, in which he criticizes the regulations of NAFTA as for labour safety and environmental protection:

(2) *SEN. OBAMA: Well, I think that it is inaccurate for Senator Clinton to say that she's always opposed NAFTA. In her campaign for Senate, she said that NAFTA, on balance, **had been good for New York and good for America**. I disagree with that. I think that it did not have the labor standards and environmental standards that were required **in order to not just be good for Wall Street but also be good for Main Street** (Democratic Debate Transcript (Barack Obama, Hillary Clinton) – February 26, 2008).*

Senator Obama claims that Clinton did not use to speak out against these regulations, but qualified them as positive and beneficial for New York and America. H. Clinton's position contrasts with his own position. From his point of view, these regulations can only please the financial elite, but not ordinary people. This statement is represented by the opposition in the form of parallel, non-predicative constructions, connected by a double conjunction *not just... but also*. The proper names Wall Street and Main Street metonymically represent the financial top of the U.S. and the average Americans: cf. Wall Street (used to refer to US money market or financial interests [NSOED] allegorically denotes the US money market and financial interests), and Main Street (used by journalists to refer to ordinary people in America who live in small cities rather than big cities [NSOED] – used by journalists to refer to ordinary people in America who live in small towns rather than big cities or are not very affluent)].

In this context, these proper names actualize the binary concepts of the CONCERNS OF OLIGARCHS – CONCERNS OF ORDINARY AMERICANS. The presupposition of Barack Obama's speech act brings about the inference that Hillary Clinton is primarily concerned with the interests of the oligarchs, while he himself cares for the ordinary people.

The next example shows how Senator Clinton uses opposition to provoke negative attitude the project of new medical care offered by Senator Obama:

Let us consider the speech act of future American president D. Trump, who uses opposition to discredit his debate opponent, H. Clinton:

(3) MR. TRUMP: *Well I think it is terrible. If you go with what Hillary is saying, in the ninth month you can take baby and rip the baby out of the womb of the mother just prior to the birth of the baby. **Now, you can say that that is okay and Hillary can say that that is okay, but it's not okay with me.** Because based on what she is saying and based on where she's going and where she's been, you can take baby and rip the baby out of the womb. In the ninth month. On the final day. **And that's not acceptable** (Final Debate Transcript (Donald Trump, Hillary Clinton) – October 19, 2016).*

Thus, Donald Trump appeals to eternal disputable moral issue of abortion. He poses himself as pro-life and anti-abortion activist, whereas his opponent – Hillary Clinton is the one who supports abortion as a kind of anti-humane crime. This opposition is realized in parallel predicative constructions, coordinated with conjunction *but*. It focuses the voters' attention on two binary concepts LIFE (BIRTH OF A CHILD) and DEATH (ABORTION). As a result, the following association forms: D. Trump → cares for American nation and future generation, and H. Clinton → is pro-abortion, ready to sacrifice innocent lives. Such a contrast helps D. Trump build up his positive image, at the same time discrediting his female opponent.

(4) SEN. CLINTON: *So I think it's imperative that we stand as Democrats for universal health care. **I've staked out a claim for that. Senator Edwards did. Others have. But Senator Obama has not** (Democratic Debate Transcript (Barack Obama, Hillary Clinton) – February 26, 2008).*

Senator Clinton emphasizes the need for democratic medical reform and positions herself as its active supporter. The opposition is realized in three elliptical sentences: two affirmative and a negative one, starting with conjunction *but*. The subjects of the two affirmative sentences refer the audi-

ence to those who support the Democratic project (including Senator Clinton, Senator Edwards and other Democrats), and the subject of the negative sentence denotes the opponent of the project (Barack Obama). This is the way Hillary Clinton actualizes the binary concepts of DEMOCRACY and UNDEMOCRACY, forming associative links DEMOCRACY → Hillary Clinton and other Democrats (many of them) and UNDEMOCRACY → Barack Obama.

In the following example, Governor Palin uses contrasting to create a positive image of her leader J. McCain:

(5) GOV. PALIN: ***We're tired of the old politics as usual.*** *And that's why, with all due respect, I do respect your years in the U.S. Senate [Joe Biden's years], ***but I think Americans are craving something new and different and that new energy and that new commitment*** that's going to come with ***reform.****

*I think that's why we need to send **the maverick from the Senate** [John McCain] and put him in the White House, and I'm happy to join him there (Debate Transcript (Sarah Palin, Joe Biden) – October 02, 2008).*

Sarah Palin compares Joe Biden with John McCain, with the former associated with outdated political trends, and the latter – with new positive political trends. Two binary concepts are actualized, namely THE OLD POLITICS (a concept expressed by the noun *politics* combined with the adjective *old* (*the old*) and the NEW POLITICS (a concept embodied by the pronoun *something* used with adjectives *new* and *different*, and the noun *reform*, associated with the words *new energy* and *new commitment*). As a result, voters will perceive the interferences: OLD POLITICS → Joe Biden – BAD and NEW POLICY → John McCain → GOOD. Sarah Palin keeps explaining this interference, emphasizing that McCain should be elected for his bright personality as a politician free from stereotypical thinking, calling him *the maverick* [unorthodox or independent-minded person (NSOED)] – a person with original or independent judgment).

Below is given another example of how antithesis works, suggesting voters the directives that political leaders benefit from:

(6) MR. TRUMP: *We have, during his regime, during President Obama's regime, we've doubled our national debt. We're up to \$20 trillion. So my plan, we're going to negotiate trade deals. We're going to have a lot of free trade. ***More free trade than we have right now. But we have horrible deals. Our****



***jobs are being taken out by the deal that her husband signed.*** NAFTA (Final Debate Transcript (Donald Trump, Hillary Clinton) – October 19, 2016).

D. Trump expresses his disagreement with NAFTA, calling it unprofitable and waning. He supports the idea of more free trade for the U.S. that will reduce the national debt. The voters are convinced that D.Trump will care for the future of the country. He plays on the feelings of the voters contrasting his good intentions with the family of Bill and Hillary Clinton who signed the deals within NAFTA and increased the financial burden. The emotional argumentation is verbalized by the adjective **horrible** (extremely bad and shocking or frightening [NSOED] –used to show the great extent or degree of something bad)]. The following concepts are objectified here: FREE TRADE/ ECONOMICAL BENEFIT (associated with D. Trump) and FINANCIAL CRISIS / NATIONAL DEBT/ UNEMPLOYMENT (associated with H.Clinton and her husband)

The opposition can be expressed even with the explicit verbalization of only one of the binary concepts:

(7) GOV. PALIN: ***Our nuclear weaponry here in the U.S. is used as a deterrent. And that's a safe, stable way to use nuclear weaponry. But for those countries*** – North Korea, also, under Kim Jong Il – ***we have got to make sure that we're putting the economic sanctions on these countries and that we have friends and allies supporting us in this to make sure that leaders like Kim Jong-Il and Ahmadinejad are not allowed to acquire, to proliferate, or to use those nuclear weapons*** (Debate Transcript (Sarah Palin, Joe Biden) – October 02, 2008).

In the above speech act, Governor Palin implicitly compares two states possessing nuclear weapons. The United States are opposed to North Korea, respectively, as a DEFENDER and an AGGRESSOR. Argumentation is expressed with a concept ADVOCACY in a word *deterrent* [1] a thing that discourages or is intended to discourage someone from doing something; 2) a nuclear weapon or weapon system – NSOED] – 1) a thing that discourages or seeks to dissuade someone from doing something; 2) nuclear weapons or weapon systems that deter the enemy from attack]. At the same time argumentation is also verbalized by the concepts of SAFETY, STABILITY, expressed respectively by the words *safe* and *stable*.

The negatively marked concepts BELLIGERANCE and AGGRESSION, and also INSECURITY and INSTABILITY are not verbalized but

implicit. From the speech the voters conclude that the acquisition, distribution and use of such weapons is inadmissible when it concerns North Korea. Thus, the contrast between the U.S. and North Korea yields the following association: North Korea → BELLIGERANCE / AGGRESSION / INSECURITY / INSTABILITY. The argumentative aspect of the opposition is realized by the pronouns that are stereotypically used to differ between WE and THEY (*we / our / here / USA – those countries*). These pronouns are opposed to each other by conjunction *but*.

No less effective suggestive effect comes from **removal** of the opposition:

(8) SEN. BIDEN: *The issue is, **how different is John McCain's policy going to be than George Bush's?** I haven't heard anything yet. I haven't heard how his policy is going to be different on Iran than George Bush's. I haven't heard how his policy is going to be different with Israel than George Bush's. I haven't heard how his policy in Afghanistan is going to be different than George Bush's. I haven't heard how his policy in Pakistan is going to be different than George Bush's. **It may be. But so far, it is the same as George Bush's.** And you know where that policy has taken us (Debate Transcript (Sarah Palin, Joe Biden) – October 02, 2008).*

In the speech act above, Senator J. Biden plays on the contrast between McCain and J. Bush in the form of a rhetorical question. He poses a problem: How different is McCain's policy (who takes part in the presidential election) from that of Bush? Formally, the opposition by Senator Biden would contribute to the construction of a positive image of Senator McCain, since G. Bush's political rating is rather low.

Using a series of parallel contradictory structures, J. Biden focuses on key foreign policy issues and denies any differences in McCain and J. Bush's policy courses. The speaker does not make any arguments to prove that there is no difference in the political courses of the given politicians, so the argumentation is made here not by proving, but by emotional persuasion with the help of climax as a rhetorical tool of climax: with each subsequent parallel sentence the emotional tension increases and at last the policies of the compared politicians seem to have no differences, but both being losing. In this way, J. Biden forms the following associative links in the minds of voters: G. Bush's policy is a failure → McCain's policy is a failure as well as G. Bush's policy → election of McCain will lead everyone to a failure.

As a result of the analysis we can conclude that in the process of rational argumentation antithesis helps debaters exert a suggestion impact on the electorate through delivering rational ideas, beneficial for their own political image and maleficent for their political opponents. This is done through building associative relations between a good image of a politician and his/her positive actions and values on the one hand, and a bad image of the opponent and his/her negative actions, on the other.

Opposition can provide a platform for the interaction between suggestion and emotional argumentation, if the latter is expressed by antonyms represented by emotional lexis. Let us consider the speech of Senator Clinton, who participated in a televised debate in Austin, Texas. She was criticizing G. Bush's approach to the border issue with Mexico:

(9) SEN. CLINTON: *Because, you know, there is a smart way to protect our borders, and there is a dumb way to protect our borders* (Applause). (Barack Obama – Hillary Rodham Clinton; February 21, 2008).

The senator constructs her critics through opposing two approaches to border issue solution – a successful one and an unsuccessful one. The antithesis is expressed by two paradigmatic antonyms *smart* and *dumb*, with the first one characterizing her approach, and the second one relating to G. Bush's one. She was appealing to the emotional state of the voters, who reacted with applause.

Thus, the antithesis of the opposite emotional concepts enables the speaker to focus the electorate's attention on contrary opposite axiological values, namely positive sides of the speaker or his/her allies, and negative sides of their opponents.

#### 4. Repetition and inversion in antithesis

Oppositions in political speech can become much more effective when used in parallel structures and repeated several times. Repetition is a literary device that repeats the same words or phrases a number of times to make an idea clearer and more memorable [15]. The repetition or restatement of some idea at intervals not only increases clarity, but promotes the acceptance of an idea. When repeated and emphasized, ideas settle well in the audience's mind, whereas competing ideas fade away and sometimes completely escape the audience's mind.

We may expect repetition operations at the level of sounds (alliterations and rhymes), sentence forms (parallelisms) and meaning (semantic repeti-

tion), as one of the major strategies to draw attention to preferred meanings and to enhance construction of such meanings in mental models and their memorization in ongoing persuasion attempts or later recall [19; 8; 14].

There are several types of repetition that bear the suggestive effect in speech:

- anadiplosis, i.e. repetition of the last word in a line or clause;
- anaphora, i.e. repetition of words at the start of clauses;
- antistasis, i.e. repetition of words or phrases in opposite sense;
- diacope, i.e. repetition of words broken by some other words;
- epanalepsis, i.e. repetition of the same words at the beginning and the end of a sentence;
- epimone, i.e. repetition of a phrase (usually a question) to stress a point;
- epiphora, i.e. repetition of the same word at the end of each clause;
- gradatio, i.e. a construction wherein the last word of one clause becomes the first of the next, and so on;
- negative-positive restatement, i.e. repetition of an idea first in negative terms, and then in positive terms;
- polyptoton, i.e. repetition of words of the same root, with different endings.
- symploce, i.e. a combination of anaphora and epiphora, in which repetition is both at the end and at the beginning [15].

Relevant to this research is primarily antithesis and diacope, as is shown in the example below, where Senator J. Biden is trying to refute the image of John McCain, created by Governor Palin. He manipulates the word maverick, trying to make it sound negatively. The speech act is highly suggestive, as the effect of contrasting is amplified through repetition:

(10) SEN. BIDEN: ... let's talk about the maverick John McCain is. And, again, I love him. He's been a maverick on some issues, but he has been no maverick on the things that matter to people's lives. ... He has not been a maverick in providing health care for people. He has voted against including another 3.6 million children in coverage of the existing health care plan, when he voted in the United States Senate.

He's not been a maverick when it comes to education. He has not supported tax cuts and significant changes for people being able to send their kids to college.

**He's not been a maverick on the war. He's not been a maverick on virtually anything that genuinely affects the things that people really talk about** around their kitchen table (Debate Transcript (Sarah Palin, Joe Biden) – October 02, 2008).

The speaker formally agrees with McCain's qualification as an original and independent politician, but limits this qualification to a narrow field (*He's been a maverick on some issues*). Further, in a series of parallel contradictory constructions, Joe Biden discusses the main key issues of domestic and foreign policy (health care reform, education, and war) and emphasizes that McCain did nothing to address these problems and therefore cannot be considered a professional and good politician. In this way, Senator Biden pins the following associations in the voters' minds: McCain is ineffective as a politician; he has no independent opinion on major political issues → election of McCain will lead to political decline and poorer standards of living.

The following example shows how anaphora is used together with opposition to create the expected suggestive effect:

(11) SEN. OBAMA: *Well, I think the questioner hit the nail on the head. As I travel around the country, people have an urgent desire for change in Washington. And **we are not going to fix health care, we are not going to fix energy, we are not going to do anything about our education system unless we change how business is done in Washington*** (Debate Transcript (Barack Obama – Hillary Rodham Clinton and others; July 23, 2007).

Senator Obama took part in the debate in Charleston, South Carolina, and one of his speech acts contained anaphoric repetition of negative declarative clauses. In doing so, he draws the attention of the voters to the most urgent problems associated with current inefficient policy of George Bush and insists on the changes in business, associated with his new effective policy. He creates the contrast between associations: old bad policy → G. Bush and new positive policy → B. Obama.

One more auxiliary tool that amplifies the suggestive effect of antithesis is inversion. As a rhetoric device inversion, also known as “anastrophe,” is a technique in which the normal order of words is reversed, in order to achieve a particular effect of emphasis [15].

From the point of view of functional features, there are two types of inversions – grammatical and stylistic [4, p. 24], of which the latter is en-

dowed with suggestive potential. Stylistic inversion creates rhythm, makes speech more impressive and fills it with tension by rematizing the sentence. Inversion can be used to reinforce antithesis: the clauses display inverted parallelism, articulating the balance of order within the text of the speech. When analyzing a sentence (proposition) we may speak about the subject (actant) and its elements and the predicate with its elements. The division from the point of view of semantic contribution of the sentence parts is called the actual division. The main components of the actual division are the “theme” and the “rheme”. Theme expresses the starting point of the communication. Rheme expresses the basic informative part of the communication. Thus, inversion implies that the group of subject (actant) acquires a status of theme, whereas the group of predicate expresses rhema. When antithesis combines with inversion it has a stronger effect on the critical mind of the voters.

To exemplify, Senator Biden (who supports Barack Obama) used inversion when delivering a speech in a televised debate in Saint-Louis, Missouri:

(12) *BIDEN: Barack Obama offered a clear plan. Shift responsibility to Iraqis over the next 16 months. Draw down our combat troops. Ironically the same plan that Maliki, the prime minister of Iraq and George Bush are now negotiating. **The only odd man out here, only one left out is John McCain*** (Sarah Palin – Joe Biden; October 2, 2008).

Senator Biden opposes Barack Obama to Senator McCain, calling McCain the only odd participant in the electoral campaign, because he didn't support allocating funds for the war in Iraq. The group of predicate (*The only odd man out here*) becomes the groups of subject (*John McCain*) and vice versa. The inversed structure emphasizes the contrast between the two candidates, based on the following associations: B. Obama → PEACE (clear plan on ending the war); J. McCain → WAR (no plan, no efforts on ending the war).

A businessman German Cain also uses inversion to emphasize a contrast between his 9-9-9 plan on economic development and other less successful plans from politicians:

(13) *CAIN: **Therein lies the difference between me, the non-politician, and all of the politicians.** They want to pass what they think they can get passed rather than what we need, which is a bold solution. 9-9-9 is bold, and the American people want a bold solution, not just what's going to kick*

*the can down the table – down the road* (Debate Transcript (Michele Bachmann – Tim Pawlenty and others; October 11, 2011).

He plays on a contrast between complementary concepts BUSINESS and POLITICS, emphasizing that Americans are tired of wordy promises and need an effective economic plan, which he can offer as a businessman.

A former Secretary of Housing and Urban Development Julián Castro, who took part in the fourth primary debate within Democratic presidential campaign of 2020, tried to criticize President Trump's behavior, using inversion for contrasting:

(14) CASTRO: [...] *Not only that, what we have to recognize is that not only did the Mueller Report point out 10 different instances where the president obstructed justice or tried to, and he made that call to President Zelensky of the Ukraine, but he is in ongoingly — in an ongoing way violating his oath of office and abusing his power* (Debate Transcript (Julián Castro – other Democrats; October 15, 2019).

Thus, inversion regulates the focus of voters' attention on the contrasted concepts, stressing information beneficial for the speaking politician.

Mr. Castro tries to blame D. Trump's for his unjust and unforgivable political behavior. He uses an inversion to express a quazi-opposition. What does it mean? It means that no binary concepts are contrasted. He only opposes the so-called previous blunders of the president (...*the president obstructed justice*) to his ongoing ones (...*in an ongoing way violating his oath of office and abusing his power*). Thus, he is impelling the following associations: previous D. Trump's behavior → BAD POLICY, current D. Trump's behavior → WORSE POLICY.

## 5. Findings

Thus, the results of a cognitive-discursive analysis of the transcripts of televised debates give grounds for concluding that the strategy of suggestion is implemented together with an argumentative discursive strategy. The global communicative intention of the debaters consists in the influence on the electorate in order to gain / retain political power. It is implemented through content-related (discursive) domination in the interaction. The antithesis (opposition through contrasting) is embodied by predicative / non-predicative parallel syntactic constructions united with the correspon-

dent conjunctions. These syntactic constructions are filled with argumentative content, either verbalized explicitly or expressed “between lines”, implicitly. When verbalized explicitly, argumentation includes paradigmatic and syntagmatic antonyms that appeal to various axiological binary concepts. The presuppositional content of the speech acts made by politicians within the electoral discourse results in the inferences based on associative relations between the positively / negatively marked value dominants, verbalized in concepts, and the personalities of certain political leaders. One more aspect of suggestion that reinforces the effect of antithesis is repetition and inversion. If used properly, repetition helps politicians achieve the expected influence on the voters mind, manipulating their behavior. The same can be said about inversion that transfers the focus of voters’ attention to one of the binary or complementary concepts, beneficial for the speaker at the moment of speech.

Thus, the basic communicative intention of political leaders becomes obvious and consists in creating their own positive images and discrediting their opponents.

## **6. Conclusions**

The discursive strategies used by the participants to achieve dominance in American pre-election televised debates differ by their targets and means. The language material shows that the strategies can be realized through rational and emotional argumentation (that affects the voters’ minds and consciousness), and through suggestion (that influences the voters’ subconsciousness). Rational and emotional argumentation deals with verbalized concepts (either neutral or emotionally loaded). Suggestion is expressed at a formal and structural level of communication, appealing only to subconsciousness of people owing to syntactical arrangement of utterances. Suggestion intensifies argumentation. The most effective and widespread strategy of suggestion is antithesis that in its turn can involve inversion and repetition. The whole debating process is antithetic and centers on creating personal positive image and discrediting the image of the opponent, here is why antithesis is a most convenient and effective suggestive strategy for expressing the correspondent arguments.

The prospect of the study requires analyzing more representative material, identifying language units at different levels, detecting the influence



of gender on speech patterns of male and female politicians, and making quantitative analysis to clarify gender differences in the implementation of suggestive strategies within American electoral discourse.

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**TRANSLATION OF PAREMIOLOGICAL UNITS  
FROM ENGLISH INTO UKRAINIAN TAKING  
INTO ACCOUNT THEIR TYPOLOGICAL DIFFERENCES**

**ПЕРЕКЛАД ПАРЕМІОЛОГІЧНИХ ОДИНИЦЬ  
З АНГЛІЙСЬКОЇ НА УКРАЇНСЬКУ МОВУ  
З УРАХУВАННЯМ ТИПОЛОГІЧНИХ ВІДМІННОСТЕЙ**

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**Abstract.** Comparison of phraseological units, idioms, proverbs and sayings of different peoples clearly demonstrates the degree of their substantive closeness as well as the differences between them. This article contributes to their further study, proper understanding, comparative analysis and adequate use in oral and written speech. The relevance of this study is the need to deepen the knowledge of foreign proverbs and sayings, including English ones. This requires careful consideration, as differences between the original language and the language of translation (lexical, grammatical, semantic, as well as historical and cultural differences) can lead to misinterpretation of paroemias. That is why in this article we consider the peculiarities of the translation of English proverbs and sayings into the Ukrainian language, taking into account different linguistic features. The object of our study is the translation of widely used English paroemiological units as well as variants of their equivalents into Ukrainian. The purpose of the article is to identify lexical, semantic and structural features of English proverbs and sayings and to clarify the specifics of their translation into Ukrainian. To achieve this goal, we have used the comparative method, the deduction method, the logical-semantic analysis, the descriptive method, and the method of analyzing dictionary definitions. The scientific novelty is that for

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the first time there is a detailed study of the problem of the functioning of English paroemias in the context of the translation process. Comparative analysis of English and Ukrainian paroemiological units is carried out using different sayings and proverbs as examples, taking into account the expediency of this or that variant of translation and correct interpretation.

### 1. Вступ

Порівняння фразеологізмів, ідіом, прислів'їв та приказок різних народів чітко демонструє ступінь їхньої змістової близькості й, навпаки, вказує на відмінності між ними. Дане дослідження сприяє їх подальшому вивченню, правильному розумінню, порівняльному аналізу та адекватному вживанню в усному й писемному мовленні. Актуальність даного дослідження полягає у необхідності поглиблення знань про іншомовні, зокрема англійські, прислів'я і приказки. Це потребує детального розгляду, адже відмінності між мовою оригіналу й мовою перекладу – лексичні, граматичні, семантичні, а також історико-культурні розходження – можуть стати причиною неправильної інтерпретації паремій. Саме тому в даній роботі ми розглядаємо особливості перекладу англійських прислів'їв і приказок українською мовою, враховуючи різні мовні особливості. Об'єктом нашої студії є переклад широковживаних англійських пареміологічних одиниць та варіанти їхніх еквівалентів в українській мові.

Метою статті є виявлення лексичних, семантичних та структурних особливостей англійських прислів'їв і приказок, а також з'ясування специфіки їх перекладу українською мовою. Задля досягнення мети нами використано компаративний метод, метод дедукції, логіко– семантичний аналіз, описовий метод та метод аналізу словникових дефініцій.

Наукова новизна полягає у тому, що вперше відбувається детальне дослідження проблеми функціонування англійських паремій у розрізі процесу перекладу. Здійснюється порівняльний аналіз англійських та українських пареміологічних одиниць на матеріалі різнотипних прислів'їв і приказок з урахуванням доцільності того чи того варіанту перекладу та коректної інтерпретації. Проводиться співставлення граматичних, синтаксичних, лексичних та семантичних специфічних рис обох варіантів на матеріалі лаконічних, однак наповнених глибоким смислом паремій.

## 2. Перекладацький аспект у порівнянні паремій

Згадуючи про відмінності між фразеологічними одиницями у мовах різних народів, доцільно зазначити, що кожний із них бачить реальний світ по-своєму. Це означає, що шлях від реального світу до поняття і далі до словесного вираження є різним для кожної нації. Зважаючи на те, що наша свідомість побудована як колективно, так і індивідуально, мова відображає дійсність від реального світу до мислення та від мислення до мови. Отже, мислення і культура пов'язані так сильно, що складають єдине ціле та є майже невіддільними один від одного.

Ми розділяємо думку Тер-Мінасової С.Г., яка стверджує, що навколишній світ людини можна уявити в трьох формах: реальна картина світу, культурна (понятійна) картина світу, мовна картина світу. Реальною картиною світу вважається об'єктивне надлюдське буття, тобто світ, що оточує людину. Культурна, або понятійна картина світу відображає реальну картину крізь призму понять, сформованих на основі певних уявлень людини, отриманих за допомогою органів чуття, і тих, які пройшли крізь її свідомість, як колективну, так і індивідуальну [7, с. 41].

Порівнюючи й аналізуючи систему англійських і українських прислів'їв і приказок, стає зрозумілим, що вони є досить різними за своїми семантичними та лексичними особливостями. Це пояснюється різними історичними, соціальними та економічними умовами розвитку, а також різним менталітетом двох етносів. Отже, вони відрізняються так само, як і обставини розвитку двох країн: географічним положенням та кліматом, відмінностями у їх національній свідомості й самоідентифікації, духовних цінностях, ментальності та самих мовах, у яких простежуються ці розбіжності.

Слід зазначити, що багато прислів'їв і приказок англійської та української мов є полісемантичними, що робить їх досить подібними і спрощує процес перекладу, пояснення та порівняння. Обираючи найточніший український еквівалент для англійських паремій, слід керуватися таким критерієм, як аналогія, принаймні по відношенню до основного значення фразеологічної одиниці. Існує ціла низка прислів'їв і приказок, які легко перекладені українською мовою та є повними еквівалентами тексту оригіналу. Наприклад, *Seize the bull*

*by horns* – взяти бика за роги. Інші паремії потребують пояснення, адже в них немає нічого спільного з українськими варіантами. До таких слід віднести англійську приказку *Between the devil and deep blue sea*, що дослівно перекладається як «між дияволом і глибоким синім морем» і, відповідно, не несе у собі смислового навантаження. Ця пареміологічна одиниця перекладається українською мовою як «між двома світами» [1]. Тому в даному випадку використання повного еквіваленту за допомогою буквального перекладу є недоцільним.

Важливо пам'ятати, що в українських та англійських прислів'ях і приказках різні образи та символи використовуються для позначення однієї схожої (або тієї самої) речі або ідеї, явища; ці образи відображають різні соціальні стандарти та способи життя двох народів. Наприклад, прислів'я *The grass is always greener on the other side of the fence* дослівно перекладається як «трава завжди зеленіша по той бік паркану». Але в українській мові прямого еквіваленту до даної паремії не існує. Частковим відповідником такого прислів'я може бути приказка «добре там, де нас нема» [1, с. 615].

Також слід зауважити, що в кожній мові є фрази і стійкі вирази, які не можна сприймати буквально, навіть якщо розуміти семантичне та граматичне значення кожного слова. Ідея таких паремій не є буквальною, а завуальованою. Спроби перекласти ці сталі вирази слово за словом можуть призвести до некоректного результату й грубих семантичних помилок. Так англійська приказка *No room to swing a cat* буквально перекладається як «немає місця, щоб розгойдувати kota» означає обмежений простір і має досить відмінну від тексту оригіналу українську інтерпретацію – «яблуку ніде впасти».

Вибираючи еквівалент англійських ідіом, фразеологічних одиниць, прислів'їв та приказок, перекладач повинен намагатися знайти граматичну або семантичну відповідність в обох виразах, наприклад:

– співвіднести деякі спільні частини мови (іменники, дієслова, дієприкметники): *green with envy* – позеленівши від заздрощів;

– шукати подібні синтаксичні структури: *as a man sows, so shall he reap* – що посієш – те й пожнеш. Або:

– *As you make your bed, so must you lie in it* – готуй сани влітку, а воза взимку [1].

### 3. Типи відповідників для іншомовних пареміологічних одиниць

Розглянемо основні три типи відповідників для іншомовних пареміологічних одиниць, які виокремлює Комісаров В.Н. Дослідник переконаний, що перший тип відповідників містить у собі весь комплекс значень мовної одиниці, що перекладається. У даному випадку в мові перекладу існує подібне прислів'я або приказка, що співпадає із текстом оригіналу як у своєму прямому, так і в переносному значенні й ґрунтується на образно-символічному тлі. Як правило, ці відповідники прослідковуються у так званих «інтернаціональних» пареміях, запозичених обома мовами з іншої мови, стародавньої або сучасної. Використання подібних еквівалентів найповніше передає ідею тексту оригіналу. Наприклад,

*The game is not worth the candle* – гра не варта свічок, або шкурка вичинки на варта.

*To play in to some body's hands* – грати комусь на руку.

Другий тип відповідників, згідно з даним дослідженням, передбачає відтворення однакового переносного значення у тексті перекладу за допомогою введення іншого, відмінного від першоджерела, образу та збереження решти семантичних компонентів паремії. Використання відповідників такого типу забезпечує досить високий рівень еквівалентності за умови, якщо українські паремії не відзначаються яскраво вираженим національним забарвленням.

*To get up on the wrong side of the bed* – встати не з тієї ноги.

*A bird in the hand is worth two in the bush* – краще синиця в руках, ніж журавель у небі [9].

Третій тип обумовлюється способом калькування тексту оригіналу: *to put the cart before the horse* – ставити віз попереду коня. Відповідники цього типу можуть вживатися лише в тому випадку, якщо образ, що міститься у початковому варіанті тексту прислів'я або приказки, є «прозорим», а його відтворення мовою перекладу дозволить реципієнту зрозуміти його значення та ідею в трансформованому варіанті. Якщо ж в оригіналі вжито фразеологічне зрощення, де зв'язок між прямим і переносним значенням недостатньо чіткий, то калькування образу призведе до руйнування сенсу всієї фразеологічної одиниці. У подібних випадках часто доводиться відмовлятися від застосування відповідника взагалі на користь опису основного (тобто переносного) смислу тексту оригіналу в тексті перекладу:

*Mind one's P's and Q's* – бути обережним і ввічливим у певній ситуації яка цього вимагає.

*To dine with Duke Humphrey* – бути голодним, залишитися без обіду. Походження даної приказки сягає давнини, коли протягом певного часу боржники в Лондоні переховувались від кредиторів у Соборі Святого Павла, в якому знаходиться гробниця герцога Хамфрі. Так, на запитання про те, де вони будуть обідати, боржники відповідали, що з герцогом, тобто ніде. Таким чином, вони залишалися без їжі. Для того, щоб перекласти цю приказку та подібні фразеологічні одиниці, пов'язані з певними історичними подіями, необхідно ознайомитися з точними подіями того часу, на ґрунті яких вони й утворилися (цит. за: [7, с. 115]).

#### 4. Стратегії вибору перекладу ідіом

Чимало вчених вивчали різні можливі способи перекладу прислів'їв. За словами Бейкера, для перекладу ідіом або прислів'їв, перекладач може вибрати одну з чотирьох стратегій:

1) перша стратегія полягає у тому, щоб вибрати з мови перекладу стійке висловлювання, яке відповідає формі та значенню паремії мови оригіналу. У даному випадку, перекладач використовує ідіоматичне висловлювання мови перекладу, яке складається зі значення і лексичного наповнення, що є подібними до мови оригіналу. Наприклад, прислів'я *Beware of a silent dog and still water* можна перекласти українською мовою такими способами: у тихому болоті чорти водяться, або тиха вода греблю (береги) рве.

2) Друга – має на меті знаходження в арсеналі ідіом і стійких висловлювань мови перекладу тієї мовної одиниці, що має однакове семантичне значення й ідейно-функціональну мету, але відмінну від мови оригіналу лексичну структуру.

3) Третій метод полягає у застосуванні парафрази. Він використовується у випадку, якщо у мові перекладу відсутній еквівалент тексту мови оригіналу, або якщо стилістика тексту перекладу відрізняється від необхідного зразка. Наприклад, англійська приказка *Barkis is willing* перекладається як Баркіс не проти.

4) Четверта стратегія характеризується використанням методу пропущення (*Non-idiomatic translation*). Згідно з даною стратегією, перекладач повністю видаляє частину тексту прислів'я, адже у мові



перекладу немає еквівалентної або близької до значення мовної конструкції.

Даним методом перекладу також можна послугоуватися у разі, якщо перекладач працює зі специфічними мовними виразами, які вважаються табу в мові перекладу. Окремі дослідники наголошували на тому, що іноді доцільно не перекладати певні слова або фрази з мови оригіналу на мову перекладу.

Інколи для збереження автентичного смислу постає необхідність у використанні більше ніж однієї стратегії, оскільки «у багатьох випадках соціальне підґрунтя, яке лежить в основі мови оригіналу, вимагатиме адаптації, пояснення або перефразування, а не буквального перекладу» [5, с. 129].

Канадські лінгвісти Віне Ж.-П. і Дарбельне Ж. стверджують, що в окремих лінгвістичних одиницях, таких як прислів'я та приказки, «сенса» або «значення» є пріоритетними категоріями для роботи перекладача. Це означає, що ці фразеологічні одиниці не обов'язково повинні відповідати стилістичним або структурним компонентам мови оригіналу. Метою є передача необхідного семантичного та ідейного значення пареміологічної одиниці. Саме це явище науковці називають «рівноцінністю» під час перекладу стійких мовних одиниць [9, с. 38].

За словами Ніди, «прислів'я є особливими метафоричними виразами, й перекладач повинен знати необхідні поняття в обох мовах – оригіналу й перекладу. Це означає, що слід мати на увазі їх подібні риси та відмінності» [8, с. 14]. Таким чином, певні прислів'я і приказки можуть існувати як у мові оригіналу, так і в мові перекладу, але з різними значеннями. Це також може означати, що оригінальний варіант паремії може мати відповідник умові перекладу з аналогічною формально-граматичною структурою.

Зважаючи на те, що переклад – це процес взаємодії лінгвістики та культурної спадщини, у результаті якого породжується новий текст із заміною тексту оригіналу в іншу лінгвокультурну площину за допомогою еквівалентного тексту перекладу, мовознавці зазначають, що процес перекладу складається із трьох етапів:

- 1) надання семантичного та стилістичного значень мові оригіналу;
- 2) переклад вихідного тексту, результатом якого є подальше створення перекладацької стратегії;

3) відтворення вихідного тексту мовою перекладу шляхом використання мовних засобів та конструкцій, які повністю відповідають його семантичному значенню і комунікативній меті.

Крім загального сенсу, прислів'я і приказки несуть у собі образно-смисловий зміст. Тому доцільним та ефективним, розглядаючи аспект їх національно-культурної специфіки, є порівняльний лінгвокультурологічний аналіз англійських та українських прислів'їв.

### 5. Категорії паремій

Порівнюючи пареміологічну панораму англійської та української мов, слід розділити їх на кілька категорій, кожна з яких має свої особливості та специфіку перекладу:

1. Повні еквіваленти, коли англійські прислів'я та висловлювання повністю відповідають їхнім українським варіантам:

– *As clear as day* – ясно, як день.

– *Health is better than wealth* – здоров'я дорожче за гроші.

– *A sound mind in a sound body* – в здоровому тілі здоровий дух.

Англійський та український варіанти даної фразеологічної одиниці ґрунтуються на анафорі, використанні спільної лексичної одиниці, що сприяє фокусуванню уваги на ключовому слові синтаксичної конструкції – «здоровий».

Англійське прислів'я *He who chases two hares catches neither* також має свій відповідник в українській мові: «За двома зайцями поженешся – жодного не впіймаєш». У даному прикладі спостерігається повне збереження усіх значень фразеологічної конструкції. Однак, слід відзначити, що різниця у синтаксичних структурах англійської й української мов призводить до значних лексико-синтаксичних трансформацій за максимально повного збереження внутрішньої семантики [9].

Абсолютними еквівалентами англійських прислів'їв і приказок є наступні варіанти українських перекладів– відповідників:

– *Better late, than never* – краще пізно, ніж ніколи.

– *Dog is man's best friend* – пес – найкращий друг людини.

– *Speech is silver but silence is gold* – слово – срібло, мовчання – золото.

– *A skeleton in the closet* – скелет у шафі.

– *All that glitters is not gold* – не все золото, що блищить.

## Chapter «Philological sciences»

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– *The apple never falls far from the tree* – яблуко від яблуні недалеко падає.

– *Better die standing than live kneeling* – краще вмерти стоячи, ніж жити на колінах.

2. Часткові еквіваленти, коли англійські прислів'я та приказки дещо відрізняються за своїм змістом від українських:

– *To buy a pig in a poke* – купити kota в мішку.

– *Better an egg today than a hen tomorrow* – краще синиця у руках, ніж журавель у небі.

– *When it rains it rains on all alike* – сонце на всіх однаково світить.

– *A tree is known by its fruit* – дерево славиться плодами, а людина – ділами.

– *Many a little makes a mickle* – щоб досягти великого, треба почати з малого.

– *An Englishman's house is his castle* – мій дім – моя фортеця.

– *The eyes of fear see danger everywhere* – у страху великі очі.

– *The pen is mightier than the sword* – що написано пером – не вивезеш і волом.

– *Too much knowledge makes the head bald* – багато знатимеш – швидко зістарієш.

– *Don't make a mountain out of an ant hill* – не роби з мухи слона [1].

У даному випадку варто підкреслити, що під час перекладу вищенаведених прислів'їв, смисл, вкладений у текст перекладу, зберігається. Однак, для отримання більш точного перекладу, в нього були внесені деякі зміни. Так, наприклад, вихідний варіант прислів'я *An Englishman's house is his castle* пересічний українець не зміг би належним чином зрозуміти і застосувати в усному чи писемному мовленні, адже дане прислів'я відображає побут і характер саме англійців. У зв'язку з цим, воно було семантично та лексично трансформовано й адаптовано.

Використання фразеологізмів-аналогів дозволяє досягати досить високого ступеня еквівалентності, зберігати оригінальну семантику висловлювань, трансформуючи при цьому компонентний склад початкової англійської паремії. Головною відмінністю між текстом оригіналу і текстом перекладу в даному випадку є образ або символ, який покладений в основу паремії і несе метафоричний зміст.

3. Відповідники-кальки є результатом дослівного перекладу англійських фразеологічних конструкцій. До даної перекладацької стратегії вдаються у ситуації, коли прислів'я збігаються за значенням, але різняться своїм компонентним складом і образністю. Ми погоджуємося з думкою Арнольд І.В., яка вважає, що зазначені «відмінності викликані унікальними особливостями менталітету, властивими тому чи тому народу й обумовлюють національну своєрідність порівнюваних мов» [2, с. 50].

У разі відсутності аналога в мові перекладу, метод калькування дозволяє зберегти внутрішній семантичний зміст прислів'я або приказки, передати образну побудову оригіналу. Наприклад, *Keep a dog and bark oneself* – собаку тримати, а гавкати самому.

Гаврин С.Г. переконаний, що відповідники-кальки володіють певними перевагами і досить широко використовуються у перекладацькій практиці. По-перше, тому що вони дозволяють залишати образну побудову оригіналу, а це є важливим у художньому перекладі. По-друге, вони дають можливість перекладачеві подолати труднощі, які виникають, коли в оригіналі образ трансформується для створення розгорнутої метафори [3, с. 36].

Цікавим є спостереження, що інколи перекладачам вдається впроваджувати в мову перекладу нові фразеологічні одиниці. Здебільшого це відбувається із фразеологізмами біблійного, античного або міфологічного походження і які є досить специфічними за своїм лексичним наповненням і глибоким метафоричним змістом. Під час перекладу текстів культурно-історичної тематики застосовують метод калькування поряд із поясненням в максимально стислому вигляді. Такий вид перекладу називається подвійним, або паралельним. При перекладі фразеологічної одиниці з однієї мови на іншу фахівці рекомендують користуватися найбільш повними й авторитетними українськими тлумачними фразеологічними словниками.

Головною особливістю відповідника-кальки є те, що найчастіше вона не сприймається українським реципієнтом як фразеологічна конструкція через відсутність аналогів. Навпаки, вона відчувається іншомовною, чужою у порівнянні зі сталими пареміологічними одиницями рідної мови. Впізнання, адекватна інтерпретація подібних виразів у рамках національної культури країни мови перекладу стає

можливою лише за умови тривалого функціонування фразеологізму в мові перекладу [6]. Прикладами даного способу перекладу англійських прислів'їв і приказок є наступні українські інтерпретації:

– *Use your head to save your feet* – сім разів відмірай – один відріж.

– *To live in clover* – купатися, як сир в маслі; жити, як вареник в сметані.

– *Haste makes waste* – поспішиш – людей насмішиш.

4. Англійські прислів'я та приказки, що не мають відповідних варіантів в українській мові потребують окремого спеціального пошуку та аналізу, які є основою описового перекладу:

– *A cat falls on his legs* – правда перемагає.

– *There's many a slip between the cup and the lip* – вилами по воді писано.

– *Grin like a Cheshire cat* – скалити зуби.

Дана перекладацька стратегія супроводжується втратою більшої частини лексико-семантичних значень фразеологічної єдності, однак дозволяє передати основне значення конструкції, сприяючи усуненню труднощів під час процесу перекладу протягом декодування іншомовного повідомлення [4]. Зазначений вид перекладу використовується, як правило, в ситуації передачі фразеологізмів, які моделюються на основі безеквівалентної лексико-семантичної структури, референти яких у рамках української культурної моделі відсутні.

Прикладами практичного використання вищезгаданої перекладацької стратегії можуть слугувати такі трансформації англійських прислів'їв, українські відповідники яких знаходять своє відображення у наступних конструкціях:

– *You can lead a horse to water, but you can't take it drink* – неможливо змусити людину робити те, що їй не подобається. Дослівно дане англійське прислів'я звучить так: ти можеш підвести коня до води. Але ти не можеш змусити його пити.

– *The lights are on but nobody's home*. Дослівний переклад – світло ввімкнене, але нікого немає вдома. Однак, дане прислів'я несе зовсім інший зміст – «хтось дуже дурний», викривляючи недостатньо розумну людину.

– *Rob Peter to pay Paul* – позичати гроші в когось, аби віддати їх іншому.

– *There's one born every minute* – таке стійке висловлювання також живається, аби вказати на людину, яка не відзначається розумовими здібностями.

– *It will be all right on the night* – смисл даної паремії інтерпретується як підбадьорення і втішання – все (подія, захід) пройде добре, навіть якщо підготовка відбувалася безуспішно.

– *Why keep a dog and bark yourself* – навіщо робити щось самому, якщо хтось може зробити це за тебе?

– *It's not over until the fat lady sings* – дослівний переклад – ще не кінець, доки співає товста жінка. Семантичне значення даної приказки криється у наступному: поки щось не закінчилося, у людини завжди є шанс [1].

## 6. Відтворення у прислів'ях національних рис характеру

Говорячи про національний характер англійців важко виокремити якусь його одну характерну рису. На території Великобританії, до складу якої входять декілька країн, мешкають англійці, шотландці, ірландці та інші. Характер народу не піддається однозначному опису. Він складається із безлічі ледь помітних рис, тонких відтінків. Національний характер не є постійним, він змінюється з часом, разом міною історичних умов, у яких живе нація.

Цікавість та допитливість у поєднанні з постійним бажанням розвиватися дозволила британцям ознайомитися із цінною етнокультурною спадщиною, якою нині послуговуються інші народи, залишаючись при цьому вірними рідним традиціям. Захоплюючись французькою кухнею, англієць не буде готувати її вдома. При цьому недоцільно стверджувати, що англійські звичаї перебувають у постійній статиці й зовсім не змінюються. Трансформації і зрушення відбуваються, але вони не є настільки видимими ззовні і не впливають на націю. Оригінальні автентичні особливості англійського менталітету та свідомості глибоко впливають на національний характер і загальний спосіб життя [2, с. 177].

Сучасні англійці сприймають поняття самоконтролю як головну перевагу людини як розумної істоти. Опис «вміють тримати себе в руках» якнайкраще виражає характерну внутрішню якість цієї нації, яка виявляється у природній стриманості та спокої. Чим краще людина здатна володіти власними емоціями та стійко переносити життєві

«американські гірки», тим більше гідності вона має. З дитинства англійці звикають спокійно витримувати холод і голод, боротися зі страхами і болем, контролювати і, навіть, приборкувати прихильність і антипатію по відношенню до іншої людини. Їхній природі притаманна любов до порядку та комфорту. Вони полюбляють зручний транспорт, новий костюм, багату бібліотеку. Опинившись у епіцентрі певних людських турбот, справжнього англійця впізнати досить легко. Ніякий шум і плач не відволікають його від поставленої мети. Він не зупиняється ні на мить.

Якщо узагальнити відомості, що базуються на переконаннях видатних людей, або на загальноприйнятих істинах, можна простежити головні риси англійського національного характеру.

Англійці працелюбні та доводять будь-яку справу до кінця, у більшості випадків – до переможного. Витоками такого ставлення до справи вважають любов до порядку. Виховання дитини починається з появи її на світ.

Характерною рисою англійців є їхня акуратність по відношенню до грошей, їхня ощадливість. У них не прийнято дарувати дорогі подарунки. Подарунки повинні бути корисними та приємними, щоб не бути нікому зобов'язаним.

Англійці пунктуальні, коректні та ввічливі. Достатньо обережні, але й прямолінійні під час ведення ділових переговорів.

Отже, зупинимось та розглянемо більш детально риси характеру, що притаманні мешканцям країн Великобританії.

Спираючись на матеріал «Англо-українського фразеологічного словника» з'ясуємо, що ж самі англійці говорять про різні види діяльності, до яких вони причетні.

1) Ставлення до справи, до роботи:

– *Never put off till tomorrow what you can do today.* – Ніколи не відкладай на завтра те, що можна зробити сьогодні.

– *The cat would eat fish and would not wet her feet.* – Щоб рибку з'їсти, треба в воду лізти.

– *A cat in gloves catches no mice.* – Любиш кататися – люби і саночки возити.

– *He works best, who knows his trade (work goes with a swing under the master's hand).* – Справа з людини майстра робить.

– *Work is not disgrace, the disgrace is idleness.* – Праця людину годує, а лень – марнує.

– *Constant dropping wears the stone.* – Під лежачий камінь вода не тече [1].

2) Англійська ощадливість:

– *A penny saved is a penny gained.* – Копійка гривню береже.

– *The devil dances in an empty pocket.* – В порожній кишені чорт танцює.

3) Пунктуальність:

– *Time is money.* – Час – це гроші.

– *Punctuality is the politeness of kings.* – Пунктуальність – ввічливість королів.

4) Обережність і точність:

– *Haste makes waste. The less haste, the more speed. The more haste, the less speed.* – Поспішиш – людей насмішиш.

– *It is ill to waken sleeping dogs. Let sleeping dogs lie.* – Не слід будити сплячих собак. Не буди лихо, поки воно спить.

– *Measure thrice and cut once; look before you leap.* – Сім разів відмір, один раз відріж.

– *First think, then speak.* – Спочатку подумай, потім говори.

– *Never give the wolf to keep the weather.* – Не пускай козла в город.

5) Стриманість і лаконічність:

– *Bind the sack before it is full.* – У всьому знай міру.

– *Silence is golden.* – Слово – срібло, мовчання – золото.

– *A word spoken is past recalling.* – Сказаного не повернеш.

– *Sustain and abstain.* – Стримайся і утримуйся.

– *Better the foot slip than the tongue.* – Слово не горобець: вилетить – не впіймаєш.

– *Words hurt more than swords.* – Слова ранять сильніше, ніж мечі.

6) Освіченість та інтелектуальний розвиток:

– *Wise catches the meaning at once; a word is enough to the wise.* – Мудрий із півслова розуміє.

– *Money spent on the brain is never spent in vain.* – Гроші, витрачені на освіту, завжди окуповуються.

– *Live and learn.* – Вік живи – вік учись.

– *Zeal without knowledge is a runaway horse.* – Завзяття без уміння – не користь, а біда.



– *Two heads are better than one.* – Одна голова добре, а дві – краще.

7) Суворе виховання і дисциплінованість:

– *A good example is the best sermon.* – Ніщо не переконує людей краще, ніж власний приклад.

– *A man is known by the company he keeps.* – Скажи, хто твій друг, і я скажу тобі, хто ти.

– *Doing is better than saying.* – Краще зробити, аніж сказати.

– *He that lies down with dogs must rise up with fleas.* – Із ким поведешся, від того й наберешся.

8) Любов до порядку, мудрості. Своєрідний педантизм.

– *First come, first served.* – Хто перший прийшов – той і знайшов.

– *Be slow to promise and quick to perform.* – Обіцяй мало, роби багато.

– *Bind the sack before it be full.* – Усьому знай міру.

– *Catch the bear before you sell his skin.* – Не поспішай ділити шкуру невбитого ведмеда, не кажи гоп, поки не перескочиш.

– *Fool's haste is no speed.* – Спішити – людей смішити [9].

Дослідивши цілу низку прислів'їв та приказок бачимо, що поряд з загальними рисами характеру, які притаманні усім мешканцям Великобританії – працелюбність, пунктуальність, заощадливість, ввічливість, коректність – у кожній країні існують свої особливості, обумовлені географічним положенням, економічним розвитком чи історією регіону.

Здійснюючи переклад англійських паремій українською мовою, важливо брати до уваги семантико-образну, символічну наповненість стійкої мовної одиниці. Досліджуючи це питання, ми погоджуємося з думкою зарубіжних мовознавців, які переконані, що важливо перейти від інтуїтивного «спостереження за предметами мовлення» або концептів до детального аналізу смислового змісту і порівняння образів свідомостей, які знаходять конкретні відображення у лексичних одиницях, фразах і висловлюваннях в обох мовах. Наприклад, порівняння приказок *Do not put all eggs into one basket* «не порівнюй божий дар з ячнею» або «не плутай грішне з праведним» демонструє, що одна й та ж думка висловлюється за допомогою різних культурно-сміслових образів, символів і метафор.

Ці дві приказки несуть у собі певну ідею, завданнями якої є:

– раціональна порада бути обережним та уважним у своїх судженнях, не робити завчасних висновків. Дане прислів'я також може сприйматися як попередження, пересторога;

– формулювання мудрого філософського висловлювання, яке є приводом для роздумів.

Очевидно, що англійський менталітет, відображений у народних прислів'ях і приказках, найчастіше передбачає вирішення більш прагматичних ідейних завдань і побудову простіших смислових образів. Безумовно, дуже важливим є аналіз національної та культурної специфіки прислів'їв і приказок різних країн, які подібні за загальним змістом, відображаючи близькі культурні звичаї та уявлення народів [2, с. 118].

Можливо, саме внаслідок загальної смислової близькості, прислів'я і приказки легко запам'ятовуються і в подальшому відтворюються. Разом з тим, ми розділяємо думку Гапонів А.Б. і Возної М.О. про те, що смисловий зміст прислів'їв і приказок відбиває «національно-культурні особливості світобачення, образне уявлення дійсності, своєрідність життя, культури, історії народу» [4, с. 322]. На переконання багатьох фахівців, повноцінне психолінгвістичне вивчення прислів'їв і приказок можливо тільки в міждисциплінарному аспекті і, перш за все, в аспектах країнознавства, культурології, концепції міжкультурної комунікації, лінгвістичної семантики та лінгвофольклористики.

Отже, окреслимо труднощі під час перекладу англійських прислів'їв і приказок:

1) специфічна концепція культури. Текст мови оригіналу може містити слово, яке є невідомим для культури країни мови перекладу;

2) концепція мови оригіналу не лексикалізована в мові перекладу. Певна лексема мови оригіналу може виражати поняття, яке відоме іншим мовам, але не є лексикалізованим, наприклад, «телебачення»;

3) лексична одиниця мови оригіналу є семантично складною. Вона може мати лише одну морфему, але при цьому бути семантично наповненою, наприклад, вигук «О!», який наповнений змістом відповідно до контексту;

4) складові мови оригіналу й мови перекладу мають різницю у значеннях. Значення стійкого вислову в першій може мати під собою

глибинне значення у той час, як мова оригіналу може не вважати того актуальним взагалі;

5) у мові перекладу відсутній певний термін (хуропум), тому що кожна мова робить розмежування між цими словами саме в його конкретному середовищі. Наприклад, гіпонімами до слова «стаття» є огляд, звіт, критика, коментар;

6) відмінності у фізичній або міжособистісної перспективі. Йдеться про те, яким чином речі, явища або люди ставляться один до одного, або до певних обставин і місць;

7) відмінності в експресивному значенні. У мові перекладу може міститися слово, яке має те ж саме пропозиційне значення, як і слово в мові оригіналу, але воно може мати інше виражально-зображальне значення. Так, перекладач додає певні художні засоби з метою увиразнення значення і еквівалентного прирівнення його до свого автентичного варіанту в мові оригіналу;

8) відмінності у формах. Перекладач повинен бути обережним, якщо немає еквіваленту для конкретного форму в мову оригіналу. Деякі суфікси та префікси, які передають певний тип значення не має еквівалентності іншою мовою;

9) використання запозичених слів у тексті оригіналу, що створює певні проблеми створює деякі проблеми при перекладі.

Вищеназвані особливості прислів'їв і приказок, які стосуються їх походження семантичного значення, граматико-синтаксичної структури ускладнюють процес перекладу й потребують детального аналізу та ретельної праці перекладача над текстами обох мов. Саме від урахування цих специфічних рис залежить вибір методів та прийомів перекладу, а також його якісна реалізація.

Аби подолати вищеназвані труднощі й правильно здійснити переклад і якомога точніше інтерпретувати прислів'я та приказку, слід спочатку визначити, чи використовується така стійка одиниця в українській мові і чи відповідає вона значенню паремії, що перекладається. Якщо ж прямих аналогів немає, необхідно знайти й підібрати такі еквіваленти, які будуть відрізнятися тільки морфологічним складом. При відсутності таких, слід шукати слова, які за забарвленням і значенням збігаються із компонентним складом тексту оригіналу. Тільки після того, як перекладач переконається, що жоден із цих

методів перекладу не є дієвим для конкретної пареміологічної одиниці, він може послуговуватися такими варіантами перекладу, які будуть відповідати оригіналу за значенням, але повністю відрізнятиметься своєю структурно-граматичною оформленістю

### 7. Висновки

У даному дослідженні характеризувано структурно-семантичні ознаки прислів'їв і приказок англійської мови, а також досліджено семантику фразеологізмів англійської мови з точки зору відображення у них національної своєрідності народуносія. З'ясовано, що переклад прислів'їв і приказок, підбір його оптимального методу залежить від етимологічних, лексико-семантичних і структурних особливостей тексту оригіналу. Окрім того, простежено зв'язок між пареміями та історико-культурними умовами розвитку англійського народу, що свідчить про відображення у них національної свідомості та звичаїв етносу, які формувалися протягом багатьох сотень років. Нами доведено, що англійським пареміям притаманні лаконічність, глибока змістова наповненість, структурно-композиційна завершеність, наповненість багатьма художніми засобами, ритмомелодійність, символічність і метафоричність. Розглянуто диференціацію підходів до перекладу англійських паремій і здійснено порівняльний аналіз англійських й українських прислів'їв та приказок, враховуючи перекладацький аспект. Окреслено основні труднощі інтерпретації паремій із тексту оригіналу в текст перекладу, до яких віднесено: відсутність подвійного заперечення в англійській мові, дотримання сталого порядку слів у мові оригіналу, омонімія і використання багатозначних слів, а також етнокультурні особливості, риси яких не демонструються у мові перекладу.

Комплексний характер роботи розширює поле для досліджень проблеми вживання та перекладу англійських прислів'їв і приказок, а також може стати у пригоді при створенні підґрунтя подальшій науково-дослідній розробці даної проблематики. Обробка отриманих даних допоможе перекладачеві в майбутньому швидше та ефективніше здійснювати інтерпретацію текстів мовою оригіналу.

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**REPRESENTATION OF REALITY AND IRREALITY IN POLISH  
AND UKRAINIAN LANGUAGES: COMPARATIVE STUDY**

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**Abstract.** The topicality of the research is in detailed comparative analysis of the features of reality and irreality representation in both Slavic languages at the semantic-syntactic level, that is relevant today and haven't been worked out before. Relevance of reality-irrealty opposition is comprehensively discussed in modern linguistics. This lack of indicators of irrealty at the grammatical level in some languages prevents from the assertion of irrealty as a separate semantic category. Irrealis as a component of the grammatical category "status of reality" is characterized in terms of actualization / non-actualization of the state of affairs. As it is well known, our lingual-deterministic world of thinking directly correlates with our cultures and guidelines, that is, the linguistic-minded models serve not only as a source of knowledge about a particular nation or culture, but also in a certain way affect the consciousness of their native speakers. Although Polish and Ukrainian languages share common Slavic roots, the ways of reality and irrealty representations differ on both functional-semantic and structural-syntactical levels. The methods of comparison and linguistic reconstruction are used to confirm or to refute hypothesised relationships between the languages. Sentences that denote real / irreal propositions in Polish and Ukrainian languages are the object of the research, semantic and syntactic expressions of reality and irrealty in propositions in both languages are to be the subject. The article presents semantic structure of a sentence with verbs and their actants denoting realized or unrealized state of affairs. Both logical and functional analysis of the correlation specificity

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in these constructions are based on their predicative nature. Verbs as central elements of propositional structure are observed in the light of semantic theory. The aim of the paper is to analyze sentences from the standpoint of semantic syntax and to identify common and distinctive features of reality and irreality verbalization in propositional structures in modern Polish and Ukrainian. The visual materials of the research are sentences denoting real / irreal propositions chosen from fictional, journalistic, scientific and colloquial texts of the National Corpus of Polish (NKJP), the Great Polish Dictionary of Polish (WSJP), the Corpus of Ukrainian [8], as well as the Corpus WORTSCATZ of Leipzig University [23].

### 1. Introduction

Language as a means of reproducing consciousness describes the complex process of reality perception by human beings. Traditionally, objective reality is observed as the matter in the whole set of concrete forms of its existence and subjective reality – as the phenomena of consciousness. And since this reality is complex and multifaceted, and even constantly changing in time, the subject of knowledge is "not all-valued," he can not always give true testimony, which is due to the incompleteness of knowledge of reality. According to N. Arutiunova "the perception of the changing world, turns it into a visibility / conscience" [13, p. 73]. The ratio of real-irreal is based on knowledge, reflection of reality. And although there is a significant revival in the development of functional-semantic categories by linguists, the peculiarities of their representation, the category of irreality in T. Nikulishyna's works is identified with the irreal modality [14].

Relevance of reality-irreality opposition is comprehensively discussed in modern linguistics. This lack of indicators of irreality at the grammatical level in some languages prevents from the assertion of irreality as a separate semantic category. Irrealis as a component of the grammatical category "status of reality" is characterized in terms of actualization / non-actualization of the state of affairs. The realis proposition assumes that the state of affairs is actualized and is a fact of reality, while the irrealis proposition indicates that the state of affairs belongs to the real or hypothetical realm and states the potential or possibility of an event, but it is an invisible fact of reality [1, p. 58]. Markers of irreality are predictive modifiers, the scope of which is non-actualized proposition, as opposed to propositional modifiers

that influence the proposition. The delimitation of irreality and epistemic modality as propositional modifiers is based on this feature [17, p. 188].

According to J. Bybee, "lack of reality" is too abstract concept and therefore is not widely used. Taking into account uncertainty in determining the status of reality, the researcher observes irreality in terms of modal attitude expression [3, p. 267]. Although the parallel interpretation of the concepts of irreality and modality is not unique in the scientific literature [16; 15], there are some significant differences between these concepts. Both sentences

1. *Ввечері я зазвичай читаю або дивлюсь телевізор.*

2. *Zazwyczaj wieczorem czytam lub oglondam telewizia,*

verbalize two propositions – *I read something, I watch TV*, one of which in certain circumstances represents non-actualized state of affairs. The subject either reads, or watches the TV, doing one we mutually exclude the possibility of another. In this type of alternative propositional structures, propositions belong to category of irreality, because they nether convey the attitude of the speaker to the message, nor verbalize the feelings and the psycho-emotional states of the subject, etc.

In connection with ignoring the complexity of the concept of irreality, hypothesis, orders, acknowledgements, desires, etc. as logically unreal situational types characterized by semantic operators of irreality, have not been observed in detail that reveals possibilities for further research.

Having observed works on the markers of irreality in the Polish language (M. Załęska), the peculiarities of reality representation in models with perceptive verbs in Polish and English languages (B. Gurajek), hypothetical character, irreality, and opacity in the Bulgarian and Polish languages (W Małdziewa), contrastive grammar of Ukrainian and Polish languages (I. Kononenko) we intent to prove the importance of comparative analysis of sentences with the propositions of realis and irrealis in both Slavic languages at the semantic-syntactic level.

The significance of the research is primarily in scientific analysis of the markers of reality and irreality representation, and the peculiarities of their functioning in sentences in modern Polish and Ukrainian languages.

## 2. Irreality and positive / negative modality

The markers of irreality in both Ukrainian and Polish languages are the modal verbs or verbal constructs, thus, they are the representatives of



modality that can be either desired for the subject (the proposition is irreal, but the subject tends to actualize it) or undesired (the proposition is irreal, the subject does not want its actualization). In the classification of modal categories proposed by Claire Bowern, “the positive modality includes potential, imperative / obligatory, desired, to negative – counter-factual, prohibitive, fear / worry/ anxiety” [4].

Consider the verbalization of irreal reality markers through the prism of desirability / unwillingness or positive and negative modality in Polish and Ukrainian languages (Table 1).

Table 1

**Verbalisation of the irreal situational types by the modal operators**

Modality	Ukrainian	Polish
Potential	<i>Можливо, Іван прийде.</i>	<i>Może Ivan przyjdzie.</i>
Imperative / obligatory	<i>Іване, прийди! / Іване, мусиш прийти.</i>	<i>Ivan, przyjdź! / Ivan, musisz przyjść.</i>
Desired	<i>Приходь, Іване!</i>	<i>Ivan, przychodź!</i>
Counter-factual	<i>Не знаю, чи Іван прийде.</i>	<i>Nie wiem, czy Ivan przyjdzie.</i>
Prohibitive	<i>Іване, не приходь!</i>	<i>Ivan, nie przychodź!</i>
Fear / worry/ anxiety	<i>Боюсь, що Іван прийде.</i>	<i>Boję się, że Ivan przyjdzie.</i>

However, in the process of analysis the illustrative material, it was found out that in orders, calls for action both non-actualized and actualized propositions may be verbalized. Thus, in the examples

3. *Наливаймо, браття, кришталеві чаші, Щоб шаблі не брали, щоб кулі минали, Голівоньки наші!* (Українська народна пісня) proposition *налити чаші* is irreal, as well as proposition *było spotkanie* in

4. *Zróbmy spotkanie waszych ludzi z moimi ludźmi i przedyskutujmy tę sprawę* ([www.newsweek.pl](http://www.newsweek.pl), *gescrawlt am 20.04.2012*).

But in the sentence

5. *Біжи, біжи, струмочку,*

*Стрімко ставай рікою,*

*Вийду я до місточку.*

*Тай стрінуся з тобою* (О. Кварта)

call for action *Біжи, біжи, струмочку* is not characterized by the irreality marker, that is due to a metaphorical description of the natural phe-

nomenon as an irrefutable truth in the propositional framework of the statement, so, the proposition *струмочок біжить* is real, and subject can not affect its status of reality / irreality.

In the example

6. *Швидше... Біжімо швидше... – Я не можу швидше, – сказала дівчина...* (А. Сапковський)

proposition *діти біжать* is real, the speaker with adverb *швидше* enforces the girl to change not the type of activity, but its quality with the adverb distributor. However, similar stimulative construction in the text

7. – *Він обернувся до Петікантропа. – Біжімо швидше! Пустіть! Пустіть, бабо! І, скориставшись миттєвою бабиною роззубленістю, хлопці гайнули з двору. Біжімо швидше! Пустіть! Пустіть, бабо! І, скориставшись миттєвою бабиною роззубленістю, хлопці гайнули з двору* (В. Нестайко)

denotes proposition of irreal type *діти бігли*, only from the context we find out, that at first the children were busy searching for something in the courtyard, and then instantly decided to run.

Unlike the Polish language, in Ukrainian, orders, calls for action, as explicators of non-actualized state of affairs, are expressed with verbs of perfective aspect in the past-time, such as:

8. *"І ВІН СКАЗАВ: "МАМ, ПОБІГЛИ ЗІ МНОЮ", – так вона згадує, як старший син Андрій уперше запропонував їй зайнятися бігом* (Інформаційний пагуль V 24. <https://www.volyn24.com/14/09/2017>).

S. Myasoyedova proves that, “in the form of perfective aspect in the past time besides verbs of motion and verbs denoting the initial phase of the unidirectional motion, verbs belonging to other semantic groups in the imperative expressions may also nominate imperative meanings. They enforce the interlocutor to the urgent actions which illustrate lexeme-intensifiers *швидко, швиденько, зараз же, скоренько, скоріше* etc.

9. *Швиденько відкрили зошити і записали тему!*

10. *Зараз же надів шапку!*” [10, p. 84].

In Ukrainian and Polish languages, combination of the verb in the past tense with irreal particles *щоб, żeby* affects the intensity of the imperatives, for example:

11. *Завтра щоб я вас тут не бачив* (Гр. Тютюнник).

12. *Te studia, ten okropny egzamin! Żeby jeszcze szedł na inny wydział, nie na rolnictwo* (WSJP).

In Polish language predicates *biegać, biegnąć* as in Ukrainian *бігати, бігти* in the imperative mood are used in three word forms: the second person singular *biegaj* and *biegnij*, the first person plural *biegajmy* and *biegnijmy*, and the third person plural *biegajcie* and respectively *biegnijcie*. In the national corpus of Polish, there are only three examples with the word *biegajmy* representing non-actualized propositions, in contrast to the functional-semantic potentials of the corresponding predicates in Ukrainian language. In sentences with predicates of motion *biegać, biegnąć*

13. *Biegaj z nami w każdą niedzielę – to stała akcja Wrocławskiego Klubu* (NKJP),

14. *Bigajmy z psem, sami, ze znajomymi* (NKJP),

15. *Pewnie się połamał! Biegnijcie po nosze! – słyszałem podniecone głosy* (WSJP),

16. *To chodźmy, szybko, biegnijmy, nim zbudzą się strażnicy* (NKJP),

17. *Biegnijcie do ludzi. Decyzja komitetu strajkowego: tylko bierny opór* (NKJP)

means of positive modality mark unreal and only unreal propositions.

Considering reality and unreality peculiarities as incompatible alternatives within one proposition, V. Kasevych identified two varieties of unreality – "positive" and "negative". In the case of "positive" unreality, "the emphasis is on the potential of a situation that is perceived as possible, desirable, etc.," while the "negative" unreality "usually implies negation" as a feature that has not been realized and can not be realized [7, p. 67].

Sentences

18. *Молюся нашій пресвятій Покрові, благослови і пера, і шаблі! Бо лиш народи, явлені у Слові, достойно жити можуть на землі* (Л. Костенко);

19. – *Зараз ти ростеш, все в тобі грає, але в твоєму підлітковому віці людина вже повинна і замислюватись над собою, над своїми вчинками* (О. Гончар).

prove that meaning of the necessity can go along with potentiality of the situation, since the sentence models *X може P* and *X повинен P* equally mark that P is non-actualized proposition. In this case, the actualization of both propositions may or may not occur, and what should happen will definitely

happen. Thus, "the difference between possibility and necessity is connected with one or another degree of the situation determination" [2, p. 124].

Desire plays the crucial role in the sentence meaning where irreality is interlaced with evaluation: *X хоче P* means that, first, *P* does not belong to the real world (a person, as you know, can only want something that does not exist at the time of desire), and, second, that *X* positively evaluates *P* (a person wants what he thinks is good), compare:

20. *Якби Ти встав, прийшов у Київ, – О скільки Ти про нього мріяв В стелу, над Касп'єм широким!* (Дмитро Павличко).

As for desire, its object can be both achievable (controlled), and unachievable (uncontrolled) state of affairs confirming its neutrality in opposition to the possibility / impossibility. At the same time, "desire, it is both a whip and a carrot that pushes forward man and humanity, makes their minds sharp, strains their will – and the previously uncontrollable becomes controlled, and impossible – possible" [18, с. 298]. The utterance

21. *О, хт'ів би я всі мови знать, Усі країни облітатъ* (М. Рильський) proves hypothesis that the desire nevertheless tends to "positive" irreality. However, sentences

22. *“Якби Шевченко подивився, як ремонтують “хату чумака», то він би назад у могилу ліз”* (Газ. «Дзвін», 25.10.2013);

23. *– А що, вашого наймита ще нема? – спитала вона Чабана. – Чому ж досі не йде він? Адже ж ви погодилися із ним, казали учора ввечері: він буде. Чому ж не прийшов?* (Марко Вовчок)

denote the impossibility to actualize state of affairs, the inability to realize the author's desire, therefore, this type of statements is conveys negative irreality.

Thus, the meanings of desirability, possibility, necessity and impossibility can be considered as different specific types of irreality, where the first three of them can be regarded as "positive" irreality, and the meaning of impossibility – as "negative" irreality. Proverb

24. *Якби молодість знала, а старість могла, краща б доля була* shows that all three propositions *молодість знала, старість могла, доля була краща* are not actualized although they explain the irreality of the public desire – a better fate.

Speaking about positive and negative types of desire in classical Ukrainian literature, positive desire comes with the speaker's support and

is even marked with the author's approving assessment and attitude of God to the information contained in the non-actualized proposition, for example:

25. *Борітеся – поборете, Вам Бог помагає!* (Т. Шевченко).

Propositions *суб'єкт бореться, суб'єкт перемагає* are irreal, but desirable, and the clarification-distributor *Вам Бог помагає* is suggestive and marked with perlocutive potencies which are spread on the whole sentence, enforcing the implicit subject *лицарі великі* to act.

In Vasyl Symonenko's poem, negative desire denotes irreal proposition and is used in conditional sentence of irreal condition:

26. *Коли б тобі бажав я сліз і муки,  
І кари найстрашнішої бажав,  
Я б не викручував твої тендітні руки  
І в мурім підземеллі не держав* (В. Симоненко).

Therefore, the desire for tears, torture or punishment in non-actualized counterfactual proposition reflects the author's fears of its hypothetical transition from irreal to real.

### 3. Reality, irreality, neutrality in conditional sentences

According to A. Urmanchiyeva, reality contrasts not only with irreality as counterfactibility but also neutrality: in the sentence there is no clear specification of the relation of the situation described in the proposition to the real world – the proposition is used without appeal to the truth [21].

As in the sentences

27. *Я думаю, що він приїхав*  
28. *Він приїхав?,*

in which the neutral objective modality is identified with the temporarily suspended / suspended statement "suspended assertion" [6], "neveridiktalnost" [10].

Speaking about 3 types of conditional sentences, the author states that in the real type of conditional sentences in the Russian language, which is represented in English in structures of the 1st Conditional, as well as in the conditional sentences of unreal type in Russian written in the 2nd Conditional in English, the proposition is neutral, as well as propositions of sentences with the mental predicate *думати*:

29. *Я думаю, ми підемо гуляти.*  
30. *Якщо погода буде гарна, ми підемо гуляти.*

31. *Якщо б погода була гарна, ми б пішли гуляти.*

Three sentences (29, 30, 31) are marked by objective modality with neutral propositions *ми підемо, ми б пішли*. A. Urmanchiyeva states the difference of the real type of sentences from the unreal is that unreal type structures convey the desirability of the *if clause* [21]. However, having observed other sentence constructs of the same structural and semantic models (29, 30, 31), we noted that in Ukrainian both real and unreal sentence types verbalize the call for action or proposals (29, 30) or regret over the state of affairs (31), hence, describe the desirability of the *if clause* proposition. Sentence with predicate *думати* denotes uncertainty of the speaker that the interlocutors will support his plans or ideas. Obviously, it can be transformed into synonymous sentence *Якщо ви не проти, ми підемо в парк*. For example,

32. *Я думаю, що ми підемо в парк.* Outlining plans the speaker makes an assumption, proposal or promise to go to the park. And if he really wanted or had a need to go elsewhere, he would suggest those ideas. Although only the context will help to specify the type of modal propositional component in this type sentences.

33. *Якщо будете чемними, ми підемо в парк.* – The speaker expresses the probability of the event in proposal and focuses on the possibility of its realization / actualization, provided the interlocutors are polite. Synonymous transformation *Будьте чемними і ми підемо в парк* is marks positive modality, proposals *Будуть чемними, підемо в парк* – will be actualized in the future, therefore, unreal, but both are desirable for the speaker.

34. *Якщо б ви були чемними, ми б пішли в парк.* The implicit wishes of the speaker, so that the interlocutors were polite and that they together went to the park, verbalize the counterfactual modality, but at the same time regret about the irreality of the state of affairs, condemning the interlocutors.

In English, Polish, and Ukrainian languages hypothetical modality as a marker of irreality is explicated in conditional and suppositive constructions. However, in English grammar, there are 0 Conditional sentences written according to the conditional frame but without any reference to conditions in their propositions.

35. *If it is a triangle it has three sides.*

36. *When it is warm outside the snow melts* Propositions *It is a triangle, it has three sides* (35) and *it is warm outside, snow melts* (36) are real.

Similar type sentences, in which both condition and action are expressed in the present time, are found in the Slavic languages:

37. *Якщо це трикутник, то він має три сторони.*

38. *Коли на вулиці тепло, сніг тане*

39. *Jeśli jest to trójkąt, to ma trzy strony.*

40. *Kiedy jest ciepło na podwórzu, śnieg topnieje.*

All these sentences (37, 38, 39, 40) can be transformed into synonymous equivalents (41, 42, 43) that verbalize general knowledge, real propositions, rather than personal judgment of the speaker or any other person, without denoting attitude to the statement or its authenticity, for example,

41. *The triangle has three sides.*

42. *Трикутник має три сторони.*

43. *Trójkąt ma trzy boki.*

#### 4. Semantic and syntactic potential of predicates *змусити/*

##### *змушувати, змусити/зmusiac in the verbalization of irreal meanings*

A sentence with the causative predicate nominates two situations: the caused and the causative, both of them are marked with implicit relations: the causative verb together with the subject-causative represent basic primary predication, whereas the caused subject and the objective infinitive secondary, implicated predication [9, p. 5].

Thus in the sentence

44. *Він змусив капітана повернутися, примусив його відступити і загнав у куток* (Корпус української мови) the caused subject (causee) and the objective infinitive represent a number of realis propositions *Капітан повернувся; Капітан відступив; Капітан у кутку* implemented by verbal predicates of perfective aspect in the past time *змусив, примусив, загнав*. All other examples with this causative verb **змусити**, for instance, used in other grammatical forms, mark the irrealis propositions, that is, the state of affairs *Капітан повернувся* is not actualized:

45. *Він змушував капітана повернутися* (the causative predicate is in the past tense, imperfective aspect).

46. *Він змушує капітана повернутися* (the causative predicate is in the present tense, imperfective aspect).

47. *Він змушить капітана повернутися* (the causative predicate is in the future tense, perfective aspect).

48. Він **змушуватиме** капітана повернутися (*the causative predicate is in the future tense, imperfective aspect*).

The same possibility of representing irreal situation is whether objective infinitive is of ether *imperfective or perfective aspect*, for example:

49. Він **змушував** капітана повернутися (**повернутися** – objective infinitive of perfective aspect, proposition *Капітан повернувся* irreal).

50. Він **змушував** капітана повертатися (**повертатися** – objective infinitive of imperfective aspect, proposition *Капітан повертався* irreal).

In the Ukrainian language, causatives **примусити**, **вмусити**, **присілувати**, **усілувати** [всілувати] dial., **принево́лити**, **прикрутіти**, **припёрти**, **заставити** are the synonyms of the verb **змусити** [20], marking the event as the result of the impact of some situation (personal / impersonal) on the agent of action or state, that is, on a causer, but in causative structures, the actual state of affairs is implemented in the sentence by the predicate of imperfective aspect in the past tense. In its function of marking realis / irrealis propositions in the sentence models S1 + Vpread + S1 / S2 + Vinf, S1 + Vpread + S1 / S2 + to + N2 with the causative **змусити** and its synonyms **вимушувати**, **силувати**, **приневолювати**, **приневолювати**, **неволити**, **прикручувати** розм., **припирати** розм., **принукувати** [принукати] розм., **заставляти** are similar to the sentences of the same shemes [20], for example:

51. **Примусила** мене підписати відповідний документ (Корпус української мови) – proposition *Я підписала документ* realis,

52. **Примушувала** мене підписати відповідний документ – proposition *Я підписала документ* irrealis, caused and causing subjects do not coincide, accordingly, there is a probability of non-coinciding of their desires, and therefore the causee hadn't sign the document and did not sign it then. If the causative subject fulfilled the will of the causer, then there would be no need to change anything and make the cause to perform the action again.

53. **Примушує** мене підписати відповідний документ – proposition *Я підписала документ* irrealis,

54. **Примусить** мене підписати відповідний документ – proposition *Я підписала документ* irrealis,

55. **Примушуватиме** мене підписати відповідний документ – proposition *Я підписала документ* irrealis.



In Polish *zmusić* – *zmuszać* stand for the equivalents of Ukrainian *змусити* – *змушувати* and also introduce the realis / irrealis propositions in the sentence model S1 + V<sub>pread</sub> + S1 / S2 + V<sub>inf</sub>. The Great Dictionary of Polish describes the following possible ways of combining the verb *zmusić*:

- \_\_\_ + *zmusić* + KOGO/CO + do CZEGO
- \_\_\_ + *zmusić* + KOGO/CO + żeby ZDANIE
- \_\_\_ + *zmusić* + KOGO/CO + BEZOKOLICZNIK [8].

As in the Ukrainian language, the predicate of perfective aspect *zmusić* is used in sentences in past and future tenses, but at the syntactic level, its causative potentials is found in models: S1 + V<sub>pread</sub> + S1/S2 + do + N<sub>2</sub>

56. *W końcu Amerykanie zmusili słabą wówczas Hiszpanię do przekazania Florydy Stanom Zjednoczonym* (NKJP) and S1 + V<sub>pread</sub> + S1/S2 + żeby + (S1/S2)+ V<sub>past tense</sub>

57. *Ci, którzy podeszli do mnie na ulicy I zmusili, żebym wsiadł do samochodu – niczego mi nie proponowali* (NKJP). Although the possibility of combining the predicate *zmusić* with the infinitive is shown in the dictionary, in the national corpus of Polish the combination of this verb in the form of past tense, perfective aspect with the infinitive was not found. In contrast, the predicative causative model of the sentence in the past, which nominating actualized propositions in caused situations, denotes the possibility of combining the verb *być* with passive participle *zmuszony* and the infinitive or the verb *być* or *zostać* with passive participle of perfective aspect *zmuszony*/ imperfective aspect *zmuszany* and verbal noun in the genitive case, such as:

S1 + *być* + *zmuszony* + V<sub>inf</sub>

58. – *Stąd też Biały Dom zmuszony był odmówić prośbie nowego przywódcy państwa* (NKJP),

S1 + *być/zostać* + *zmuszony* + do + N<sub>2</sub>

59. *Inwestor był zmuszony do zmiany projektu i przesunięcia trasy kabla energetycznego na drugą stronę drogi tak, aby był prowadzony jak najdalej od drzewa* (NKJP),

60. *Inna sprawa, że często problemem jest to, że świetni fachowcy zostali zmuszeni do odejścia z telewizji* (www.wspolczesna.pl, gecrawlt am 20.04.2012),

In the sentence model S1 + *być/zostać* + *zmuszany* + do + N<sub>2</sub> causative *być* or *zostać* with passive participle of imperfective aspect *zmuszany*, the verbal noun in the genitive case marks caused irreal event:

61. *Ponieważ był zmuszany przez władze okupacyjne do podpisanie volkslisty, w lutym 1942 r. wyjechał do Tarnowa* (NKJP).

In Ukrainian, the actualized proposition is represented by the only structural scheme of the sentence with the causative complex of an explicit verb **бути** in the past tense and passive participle of perfective aspect in which the infinitive verbalizes the caused event, for example, S1 + **бути** + **змушений** + V<sub>inf</sub>

62. *Громадяни були змушені подати до суду, який, утім, їм також відмовив* ([www.ut.net.ua](http://www.ut.net.ua), gecrawlt am 27.04.2012). Sentence

63. *Історія ж мучеників Маккавеїв, яка міститься у II Маккавейській книзі, розповідає, що приведені на суд до нечестивого царя члени родини Маккавеїв були змушувані їсти ідоложертвенну їжу, але водмовилися це робити* (<http://volyn.church.ua>, від 13.08.2016) of structural type S1 + **бути** + **змушуваний** + V<sub>inf</sub> verb **бути** in the past tense and passive participle of imperfective aspect via secondary predicative verbalizes caused irreal event, thus, proposition *їли ідоложертвенну їжу* is not actualized.

Irreal caused propositions in Ukrainian are represented in the infinitive complexes with implicit **бути** and passive participles **змушений** in present tense, explicit **бути** and passive participle **змушений** in the future tense, for instance,

64. *Тому журналісти змушені шукати мера закордоном* ([www.telekritika.ua](http://www.telekritika.ua), gecrawlt am 13.06.2012),

65. *Австрійці будуть змушені повторно обирати президента* (<https://zbruc.eu/node/53357> від 01.07.2016).

Analyzing sentences with causative **zmusić** in the Polish language, structures of the model S1 + V<sub>pread</sub> + S1 / S2 + *żeby* + (S1 / S2) + V<sub>past</sub> tense + Adv<sub>present / future</sub> have been found, their secondary predictive center is distributed by adverbs of a definite or indefinite tense referring to the present or future. This type of distributors indicates the uncertainty of the actualization of the proposition or the possibility of the caused event implementing in the future, therefore, serves as a marker of irreality. So, if in a sentence the predicate of the perfective aspect **zmusić** is used in the past, and the statement is distributed by the adverbs referring to the present or the future, it nominates irreal propositions, in contrast to the models that do not contain these distributors and the causative predicate of perfective aspect in past tense denotes non-actualized state of affairs. In

66. *Zmusił mnie, żebym go jutro zabrał* (NKJP) – proposition *jego jutro zabrał* is irreal,

67. *Potem zmusili gwiazdy drużyny, by na koszt klubu dzwonili do co bardziej znaczących ludzi w Oregonie i namawiali do kupowania kart wstępu do Ogrodu Róż* (NKJP) – proposition *na koszt klubu dzwonili* is real. В українській мові каузовані ситуації, введені предикатом **змусити** доконаного виду минулого часу, не можуть бути поширеними обставинними прислівниками визначеного або невизначеного часу, що відносяться до теперішнього чи майбутнього, а тому вербалізують тільки реальні пропозиції. In the Ukrainian language, the causative situations implemented by the predicate **змусити** of perfective aspect in the past tense cannot be distributed by adverbs of a definite or indefinite tense referring to the present or future and therefore verbalize only real propositions.

In the following sentences of models S1 + Vpread + S1 / S2 + Vinf, S1 + + Vpread + S1 / S2 + do + N2 with the predicate of imperfective aspect **змушувати** and its synonyms in the past tense

68. *Чого ходиш чорна! – гримала Маланка на Гафійку і змушувала її мало не щодня міняти сорочку, сама чесала її голову і вплітала в коси нові кісники* (Михайло Коцюбинський),

69. *Вонапотай обурювалася на Бога, але страх перед його силою змушував до покори* (Я. Качура) the causative situation is represented as a multiple, repeated regular actualized at a certain time t0 event, and therefore propositions 1) *Гафійка мало не щодня міняла сорочку*, 2) *вона корилася* are real. In the Polish language, the propositions realis in the same model sentences implemented with predicates **zmuszać** and reflexive **zmuszać się** or their synonyms appear in models:

S1 + Vpread + S1/S2 + do + N<sub>2</sub>

70. *Podobienstwo jest tu wyraźne, różnica polega na tym, że Nixon starał się ratować swych współpracowników, Clinton – zmuszał ich do klamstwa po to, aby ratować własną skóre* (www.kurierplus.com, gecrawlt am 20.04.2012).

S1 + Vpread + się + do + N<sub>2</sub>

71. *Zmuszała się do uśmiechu, chociaż była bliska załamania z powodu upokorzenia* (Jane Green. Ocalić Grace).

However, if the caused event is characterized by some degree of regularity or frequency, even when the causative predicate is expressed in the

present tense, imperfective aspect, in both Polish and Ukrainian state of affairs is actualized either in the past, or in the past and present, or only in the present moment when the event is being caused, for example:

72. *Praca zmusza mnie do ciągłego przemieszczania się samochodem po kraju* (www.emetro.pl, gecrawlt am 20.04.2012), тобто а) їздив в країні машиною, б) їздив в країні машиною і їздить у країні машиною в  $t_0$ , коли його змушують, в) їздить у країні машиною в  $t_0$ , коли його змушують. So, subject а) traveled in the country by car, б) traveled in the country by car and is travelling in the country by car in  $t_0$ , when he/she is made, с) is travelling in the country by car in  $t_0$ , when he/she is made.

73. *В Google Classroom додали функцію, яка змушує дітей відповідати на питання вчителів* ([https://ms.detector.media/web/online\\_media/v\\_google\\_classroom\\_dodali\\_funktsiyu\\_yaka\\_zmushue\\_ditEy\\_vidpovidati\\_na\\_pitannya\\_vchiteliv/](https://ms.detector.media/web/online_media/v_google_classroom_dodali_funktsiyu_yaka_zmushue_ditEy_vidpovidati_na_pitannya_vchiteliv/) від 10.10.2018), – а) the children answered in the past; б) the children answered in the past and answer at the time  $t_0$  when they are made; с) the children answer at the time  $t_0$ , when they are made

The same tendency of marking a real proposition, indicating a regular event, is realized in predicate causative models with the verb **бути/ być** in the present tense and the passive participle **змушений/zmuszony**, Sentence

74. *In the Ternopil region, part of the students are forced to study without textbooks* (<https://zz.te.ua/na-ternopilschyni-chasty-na-shkolyariv-zmusheni-vchytysya-bez-pidruchnykyv/> dated 09/29/2018) denotes a number of actualized propositions: а) children were studying without textbooks, б) children were studying without textbooks and children are studying without textbooks at time  $t_0$ , when they are made; с) children are studying without textbooks at time  $t_0$ , when they are made;

75. *Kobiety nie ukrywają, że są zmuszone jakoś sobie radzić* (www.pomorska.pl, gecrawlt am 20.04.2012): а) women coped; б) women coped and cope at time  $t_0$ , when they are made; с) women cope at the moment of time  $t_0$  when they are made.

## 5. Conclusions

Analyzing sentences denoting real and unreal propositions in Polish and Ukrainian, the peculiarities of their semantic and syntactic verbalization in propositional constructions are described.

In Ukrainian and Polish, the irreality markers in the form of modal verbs or verb constructions, but at the same time they are an expression of modality that can be conventionally divided into the desired for the subject (the proposition is irreal, so the subject wants it to be actualized) or undesired (the proposition is irreal, the subject doesn't want it to be actualized).

In the Ukrainian and Polish languages, the degree of expression and stimulation intensity is also influenced by the combination of the past tense verb with the irreal particle *щоб* – 'zeby'.

It was found that reality contrasts not only with irreality as counterfactivity, but also with neutrality: the sentence does not clearly define the relation of the situation described in the proposition to the real world – the proposition is used without referring to the truth.

In English, Polish and Ukrainian, the hypothetical modality is verbalized in conditional and suppositive sentences as a representative of irreality. However, in English grammar, 0 Conditionals structures are isolated, in which only the conditionality frame is preserved, although this type of sentence doesn't express any condition. In Slavic languages we may see a similar construction in which both the state of affairs and the action that will take place under this condition are expressed at present.

All these sentences can be transformed into synonymous equivalents that verbalize general knowledge, rather than the personal assessment of the speaker or any other person, without reference to their probability / authenticity.

In Ukrainian, the relationship between cause and effect in sentences with the predicates *змусити* and *змушувати* and their synonyms at the semantic-syntactic level is verbalized with the infinitive, less with verbal nouns representing real / actualized or non-actualized states. In Polish, causal predicates *zmusić/zmuszać* are used in sentences with verbal nouns and in propositional structures with subordinate aim conjunctions *aby/zeby*.

Analyzing sentences with causative *zmusić* in Polish, there were found constructions of the model S1 + V<sub>pread</sub> + S1/S2 + *zeby* + (S1/S2) + V<sub>past tense</sub> + Adv<sub>present/future</sub>, in which the secondary prediction core is expanded with the help of adverb of time – specified or indefinite, referring to the present or future. This indicates the uncertainty in the actualization of its proposition or the possibility of actualizing the causal event in future, therefore the exponents of irreality are used.

In Ukrainian, causative sentences are verbalized in models with predicate *змыцуми* in the form of the past tense, cannot be used with adverbs of a definite or indefinite time, referring to the present or future, and therefore verbalize only real propositions.

In the article sentences are described from the point of view of syntax and semantics and the distinction of common and different features of reality and irrealty representation in Polish and Ukrainian. The proper semantic models are shown, which makes it possible to distinguish relative truth – in relation to some hypothetical models of reality – from the 'absolute' truth, the truth about the real world.

The work is an introduction to the research on key means of reality / irrealty representation in Polish and Ukrainian. Further research, taking into account the interpretation of sample sentences by native speakers of these languages, will allow to study this interesting phenomenon in more detail.

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**EROTIC-OSMOTIC COMPLEX AS THE ESSENCE  
OF POSTMODERNISM: PHILOSOPHICAL ASPECT**

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**Abstract.** The research under consideration studies the phenomenon of erotic osmosis in contemporary culture in the attempt to show its relevance in postmodern philosophical discourse. The latter thus becomes the object of the research while its subject covers various manifestations of eroticism in postmodern culture. Using such methods of analysis as semiotic decoding, concept reading and transdisciplinary reading, the author claims the postmodern eroticism to have clearly recognizable osmotic nature. Proving this idea has become the purpose of the research. Results of it show that the process of osmosis as the interaction of liquids with different concentrations through the walls of a thin membrane is well known in natural sciences (Biology, Chemistry, Medical Science etc.). Since the 1970s, the concept of osmosis has been introduced into the cultural, and later religious and philosophical context. Therefore, it is possible to use it in Humanities (e.g. in literary criticism, cultural studies and contemporary philological research). An attempt to do it has already been made by Kalyaga (Poland) when analyzing the intertextual nature of postmodern writings. In addition, the concept of osmosis is extremely important in the field of deconstruction, in particular, in the theory of difference, which assumes, above all, the presence in the text of certain faces, membranes, filters. Thus, erotic osmosis becomes an organic manifestation of postmodernism in general, since love, in particular, its sensual form 'Éρως structures the modern 'post-love' world. In this context, we can also talk about the osmotic nature of postmodern eroticism, which, by the principle of chaosmosis, filling the space between different constituents of the postmodern text, is relevant to each of the textual planes. In one way or another, the manifestation of eroticism is reflected on all the text levels – from the plot to the process of writing and interpretation, correlating with the postmodern notion of «eroticism

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of text», with the nonlinearity of postmodern thinking, and again with the phenomenon of rhizome as a nonlinear concept. Postmodernism is impossible without eroticism, sometimes even identical to it. Endowed with a heterogeneous structure and devoid of traditional integrity, dissolved in the space of postmodern textuality between its various components, so that, using the term natural sciences, it could be described as a connective tissue, osmotic in its functions and nature, postmodern version of the bodily love has become a part of postmodern paradigm, a characteristic feature of the postmodern world.

### 1. Introduction

Osmosis, the process of penetration and dissolution of outlying elements in a particular environment, is a natural point in the philosophy and aesthetics of postmodernism, although the concept of osmosis is extremely rare for various philological studies, and ours is just one of the possibilities of introducing the concept into the present day philological and / or philosophical discourse. To do so, we shall analyze the reasons for this, the first – and the main one – of which is the fact that postmodernism is intertextual in nature, whereas osmosis is the principle and way in which intertext exists. But the term «osmosis» is not just a correlate of the intertextuality concept. On the one hand, it is a kind of diffusion of different texts, discourses, cultures, which provides dialogue as one of the leading features of postmodern literature. On the other hand, the understanding of osmosis is here correlated with the term «chaosmosis», introduced by J. Joyce to denote the contamination of chaos, cosmos and osmosis as the basic principles of the construction and functioning of a postmodern text. The chaosmotic space is the territory that exists between the known logocentric science systems of total ordering and absolute anarchy, and at the same time the territory that unites them in an indissoluble whole, and thus allows the osmotic processes of interpenetration and mutual dissolution to occur in such a complex and complicated way. Discussing the postmodern discourse, we can speak not only about its nonlinear structure, but also about the unstable, diffuse nature.

Yet, a postmodern text, though diffused and chaotic – is an extremely balanced integrity. In nature, such a balance is actually established by osmosis. The function of osmosis as a process of dissolution is stressed by Wojciech Kalyaga. He refers to this phenomenon as synonymous with the

concept of «intertextuality» in the context of literary criticism, where osmosis is identified with nebularity – a nebula that attests to the blurred frames of postmodern text in contrast to the clearer orderliness and seclusion of other texts. Thus, it is logical to appeal to osmosis as an opportunity to distinguish between classical, modern and postmodern text, in which chaotic processes are most fully traced, and blurring, quotation, collage and multiple meanings become the main features. Without rejecting the wording of the Polish scientist, as well as the theory of the chaos by Gilles Deleuze and Felix Guattari, this study uses the term «osmosis» to delineate the total diffusion of the erotosphere of the postmodern text.

The use of the concept inherent in natural scientific discourse in the context of philological studies is not accidental, especially if one resorts to the basic principle of postmodernism – its exceptional methodological discursiveness, which at the same time is combined with non-discursive, chaotic perception. In a nebulous chaotic environment, the boundaries of any concept or phenomenon change too rapidly, transform into one another, change due to the influence of internal and external factors, and generate an infinite number of interpretations, which, in the end, result in an inherent postmodern «scattering of meanings». Indeed, according to Philip Kuber-sky, the Sciences, the Humanities and the fiction discourses are inextricably combined in the postmodern age, and such a combination expresses a new level of self-organization of the world and the place of the subject («Me») in it. The novelty of our work is determined by the changing nature of postmodernism, where every new approach requires a different type of reading and interpreting to trace the organic connection of eroticism and osmosis to a contemporary text, and more broadly – to contemporary philosophy and poetics.

The purpose of the paper is to prove the feasibility of using the term «erotic osmosis» in the context of postmodern studies, which has not been done before. Achieving the goal of work involves discussing the following tasks: to determine the essence of osmosis as a defining feature of postmodern discourse and to prove the osmotic nature of postmodern love. Taking the specifics of the subject and tasks of the study in mind, the work was performed within the framework of the semiotic method, the methods of conceptual and transdisciplinary reading of the text, which provide for the interpretation of its models as organic integral codes.

The scientific novelty of the dissertation and the personal contribution of the author are a systematic analysis of the philosophy of postmodernism through the prism of erotic osmosis. This studio significantly deepens the concept of postmodernism, which implies the presence of deconstruction, reveals the nature of eroticism in postmodern thinking, as well as contributes to a deeper understanding of the worldview and aesthetic foundations of contemporary philosophical and literary process.

### **2. The concept of osmosis in postmodern studies**

Postmodern theorists emphasize the crisis nature of postmodern consciousness. Specific vision of the world as chaos, without causality and value orientations, a kind of decentered world, which presents the human consciousness only in the form of mechanically disordered fragments. It is generally defined as the postmodern sensitivity, one of the key concepts in postmodernism. Fragmentary and chaotic, devoid of a logical center and exceptionally plural in meaning, postmodern culture is likened to a human being immersed in a living cell. This cell is in constant interaction with the environment: elements of heterogeneous cultures penetrate into each other, dissolve, affect each other, and these mutual effects often occur spontaneously, without a proper order or intention. These processes are, actually, most accurately reflected by the term «osmosis», borrowed from the natural sciences.

Traditionally, «osmosis» (from Greek «push, pressure») means spontaneous transition, unilateral diffusion through a semi-permeable partition (a membrane) that separates a solute from a pure solvent or a solution of less concentration [see: 27]. Such a partition transmits small molecules of solvent, but is impermeable to larger molecules of solute. Equalization of concentrations on both sides of it is possible only in case of the solvent unilateral diffusion. Therefore, this process always moves from a pure solvent to a solute or from a dilute solute to a concentrated one. The transfer of the solvent through the membrane is conducted due to osmotic pressure. It is equal to the excess external pressure that must be applied by the solute to stop osmosis, that is, to create conditions of osmotic equilibrium, or rather osmotic balance which guarantees the existence of a healthy living cell.

For the first time the phenomenon of osmosis interested French researcher Antoine Nolle in the mid-eighteenth century, being more explored in the

nineteenth and twentieth centuries, in particular, by Ludwig Traube, who worked on ways to create an artificial membrane, Wilhelm Pfeffer, who researched the features of osmotic phenomenon, Van der Waals, and later a number of other scientists, with active research on osmotic processes continuing to this day.

In the cultural sense, osmosis becomes a mechanism for the interaction of different cultures, as well as for individual elements within the same culture. Such a vision of the diffusion of cultures, their capacity for interpenetration is not something unusual and new in the postmodern glossary, nor is it new to involve the experience of the natural sciences for a more accurate and detailed understanding of various phenomena in postmodernism, including literary studies. After all, as the Polish researcher Severina Wysloch notes, the polyphony of contemporary literature is difficult to grasp fully without the involvement of interdisciplinary connections, without the possibility of applying them in the sphere of interpretation, since the «theory of interpretation» appeals «to the interdisciplinary interpretation of the problematics, and the researchers are free in their choice of the subjects» [24, p. 311-312]. Moreover, according to Richard Nich, the concept of the text «activates the whole etymological-vocabulary nest, in its biological-medical-weaving-printing-philosophical dimensions, i.e. as matter of fabric, structure of the canvas, weave, grid, variety of printing, graphically recorded sequences of linguistic signs, forms of verbal works, etc» [22, p. 56], and this lexicon emphasizes the natural involving in the text analysis the conceptual apparatus of both tangible and distant spheres and disciplines.

It should be noted here that the term «osmosis» is used by one of the theorists of postmodern philosophy Roland Barthes. In his work «Mythology» (1957), reflecting on the phenomenon of children's creativity, the researcher uses it to denote the mutual influence (cultural and psychological) between the world of adults and the child's world. «To believe in the poetic genius of childhood is to believe in a certain literary parthenogenesis and once again to declare literature a gift of God.» R. Barthes emphasizes. – Yet, any imprint of «culture» is considered a sign of falsification, as if nature is closely following the words, as if the child did not live in constant osmosis with the environment of adults; metaphoricity, imagination, spontaneity become the hallmarks of childhood, whereas in reality they are the products of hard work – conscious

or subconscious – and imply a depth of thinking in which the most important role is given to the degree of individual maturity» [2, p. 49].

The metaphor of osmosis in the 1970s became broader and deeper, acquiring a striking philosophical and cultural colouring. Particularly noteworthy is the fact that the term «osmosis» is used by a church representative, which speaks of the popularity of the term in the 1970s, when interdisciplinary ties were becoming widespread in the context of the deconstructivism, post-structuralism and postmodernism development. We mean here the article «Cultural Osmosis» by Abbot Gennady (Yevgeniy Eykalovich), a religious figure of Russian immigration who lived in Europe and America, so he could be acquainted with the latest trends in cultural and philosophical thought, though considered it to have a clear and hierarchical structure. Gennady's theory reflects a purely modernist view of the author on the phenomenon of cultural osmosis in general and its embodiment within Russian culture in particular, which becomes a direct object of the abbot's study. It should be taken into account that the author of the modernist strategy gives the people the priority right to become the embodiment of culture and open to alien elements, because in modernism, a person is able to learn the world and transfer the knowledge into creativity, while the era of postmodernism demonstrates rational, sound criticism to the power of a human in this area. It is only natural for the abbot Gennady to begin his text with the biblical parable of the Sower. In an attempt to answer the question of how Western European ideology was able to be combined with a completely different Russian culture, Abbot Gennady addresses the metaphor of osmosis. He writes about the extremely complex relationships between cultural environments in human society, dependent on many forces and factors, incapable of any calculating by the means of the Mathematics. Therefore, it is easier to relate to the natural sciences, as the relations between such cultural environments, the establishment and development of them has a lot in common with the phenomena of wildlife: «Introduction of a cultural phenomenon from one cultural environment to another can fluctuate between two extremes that may rarely be encountered in reality – between complete osmosis and complete colloid» [14, p. 213]. It is a process peculiar to culture in all its multiplicity of manifestations, that is, the phenomena of religious, philosophical, ethical, social, aesthetic sphere, etc. Moreover, the phenomena of ideological nature tend to migrate first «horizontally» (from

one educational environment to another), and then later «vertically» (borrowing it from higher, educated strata of society by the lower). Analyzing different types of such borrowing, Abbot Gennady concludes that the rate of diffusion, socialization and transmission in the case of cultural osmosis depends on such factors as «the persistence and versatility of the need that would satisfy the phenomenon, the congregationality of the host culture, the force of priming in its implementation and appropriately organized propaganda» [14, p. 214]. In addition, the responsibility for how effectively and quickly a new culture enters a certain phenomenon is obviously the responsibility of the culture itself. According to Mr. Eikalovich's theory, culture is not a passive screen on which a particular phenomenon is projected. On the contrary, since it perceives new elements from the very beginning, it must «remain active in the desire to open up to a new influence, in the desire to replace the usual psychological and social reflexes with new norms of thought and behavior» [12, p. 216].

The researcher emphasizes that the dissolution of alien elements in a particular culture sometimes happens so slowly that this process goes unnoticed, however, there are areas of manifesting such cultural «emulsion». And for a more detailed examination, the author quite rightfully uses the classification of sociologist Pithyrim A. Sorokin, citing his «Modern historical and social philosophies» (New York, 1963). The point is that the elements of another culture may enter the body of the host culture in different ways, as are the types of cultures regarding the ability to perceive alien elements. Thus, any cultural phenomenon transitions freely and without visible transformations from one culture to another, provided that «the culture of origine is identical to the culture of infiltration» [12, p. 213]. However, if two cultures involved in the process are heterogeneous, the migrating cultural phenomenon changes, and this change is proportional to the degree of differentiation of these cultures. In the case of incomplete affinity, which is referred to here, «the soil is partly fertile, partly rocky, sometimes arid» [12, p. 215] – the Abbot Gennady theorizes in a completely pastoral manner – alien elements are absorbed into the body of a new culture with different intensity.

In the case where the affinity of cultures is partial, we can speak about the intrinsic nature of a cultural phenomenon that seeks to dissolve in another culture that makes such a transition possible. Abbot Gennady, com-

menting on this point in Sorokin's book, thinks that cultural phenomena simpler in nature «infiltrate» faster and easier than complex, and the latter, including artificial, tend to simplify. A model of absolute rejection of elements from a foreign culture by a new culture may also occur if the distance between them is insurmountably large. Then the cultural phenomena, which the author calls «infiltrates» (also a term borrowed from the field of natural sciences), remain alien to the discourse of culture they fall into, so, we are dealing with the opposite of osmosis – the gradual and final dissolution of a new element in the culture-host.

Thus, it is no wonder, that modern literary criticism has borrowed the term «osmosis» to denote the exceptional diffusion of postmodern text, which correlates with the classical notion of intertextuality, because, in the opinion of Gilles Deleuze and Felix Guattari, «the book imitates the world in the same way as art imitates nature, through processes that are inherent to it and successfully complete what nature is unable or no longer able to do» [31, p. 132]. Considering the osmotic nature of the postmodern text as its main, defining feature, the researchers thus explain the possibility of a permanent dialogue between the inner and outer spaces of the text, and more broadly – the universal nature of the principle of dialogicity that structures the entire world of postmodern culture. Like a cell of a living organism that «communicates» with the environment through the constant movement of liquids and their dissolved substances through the thin walls of the cell membrane, the word in postmodernism «is not an independent and separate brick, which serves to erect the same independent and separate structure of the text; the word changes, develops, it is a living element of discourse, which always remains in dialogue with its cultural, ideological, social and linguistic environment» [31, p. 149]. Therefore, the boundaries of the text, relative to the cell membrane in this case, cannot remain passive constraints given a priori, but must «allow for intermittent osmosis, interpenetration and exchange between internal and external worlds of the text» [ibid], transforming monologue expression in a permanent dialogue or rather a polylogue of texts and discourses, transforming scattered fragments into a sort of orderly integrity.

However, despite the intent to overcome its chaotic nature, postmodernism is defined as a cultural formation, a historical period, or a set of theoretical and artistic movements characterized by principled eclecticism

and fragmentation, a rejection of grand, all-encompassing worldviews and narratives. The «enlightening» desire to find the ideal, the search for a certain universal and rationally attainable truth is equated with the dangers of utopianism and totalitarianism. The world is perceived and understood as text, as «endless transcoding, the play of signs beyond which it is impossible to find meaningful things as they really are, truth in itself» [29, p. 12]. Each individual text, and modern culture in general, is considered «inter-textually», as a game of conscious and unconscious borrowings, quotes, clichés, allusions and more. The concept of reality is constructed as a derivative of those conceptual schemas and textual strategies that depend on the researcher's racial, ethnic, gender, sexual identities and orientations, on his or her own positions and aspirations. Instead of unity and opposite categories, there are categories of «the different» and «the other» that proclaim the value of the «other» beyond the system. Any hierarchy of values is leveled for the coexistence of different cultural models and canons that are self-contained, self-contained, and not reducible to one another.

Thus, the image of a chaotically constructed, too complex, and sometimes artificially complicated system naturally becomes a metaphor for contemporary art culture, against which postmodernism is seen as a reflection of a world devoid of knowledge and feelings, of a world that breaks into fragments that are desperately trying to recover. through stylistic eclecticism, intertextual influences, collage and parody of reality. Declaring war on «unity», «integrity», «oneness», postmodern philosophy simply cannot afford to understand the surrounding reality, neither as chaotic nor cosmically hierarchized, since both options will be manifestations of a certain structure not appropriate for postmodernism. The way out of this situation was offered by Gilles Deleuze in his work «The Logic of Meaning» (1969), in which the real being is represented by the immanent identity of chaos and space, where the play of meaning and nonsense take place. Therefore, meaning, before being born, must come to chaos, be on the verge of nonsense. Under these conditions, the haphazard, chaotic and dialogical «mosaic puzzle of postmodernism» (Wil Mirimanov) becomes an objective reproduction of the fragmentation of our ideas, «the inability of art to grasp the depths of mysteries of the universe» [21, p. 34].

Indeed, according to Russian researcher Sergei Zenkin, contemporary literature is purely dialogical in nature. Writers seeking to preserve their



identities against the backdrop of the interpenetration of cultures, styles and texts resort to the typical postmodern game, and such a game with the text can be both self-contained and aggressive, denying its predecessor, that is, the author or the text engaged in the dialogue with a postmodern text, and the system of literature in which it operates. According to S. Zenkin, the corresponding «aggressive parody» turns into one of the most important means of dynamic literary evolution at a time when «diffuse-fragmentary interaction of texts, which does not pursue system-polemical goals, approaches in its sense rather than the concept of «intertextuality» by Jeanette» [13, p. 71]. Intertextuality is inherently present in postmodern text in such a way that two or more texts are contained within it in the same space, and it is the interpreter who must restore this dialogue, extracting all conscious or unconscious author's intentions from the intertextual space.

According to Yulia Kristeva, such dialogism is identical to the deep structures of discourse. Therefore, in order to understand and describe its nature, it is necessary to «interpret the mental mechanism of writing as follows the dialogue of the author with himself (with The other), as a form of author's self-distancing, as a way of splitting the writer into a subject of expression-process and subject of expression-result» [19, p. 176]. Therefore, it is logical that this subject-subject dialogue, which structures any narrative process, can be traced precisely at the level of discourse, because, according to the French researcher, the story is always created as a «dialogical matrix», and this dialogue, a sign, the ambivalence of writing is found in making of the discourse, that is, in the plane of literary text, exclusively shown in certain narrative structures.

Thus, postmodernism, which is in constant dialogue with other cultural and philosophical searches and exists on the principles of total intertextuality, absorbs all existing artistic traditions, but, taking them out of historical context, creates an eclectic collage, devoid of the traditional center, clarity, temporal and cultural coordinates, which corresponds to the picture of the postmodernist world – the world of decay, destruction, the post-love world. As American postmodernist John Barthes notes, «postmodernism is an artistic practice that pulls the juices of life from the culture of the past, the literature of exhaustion» [1, p. 125]. And the metaphor of the tree sucking the juice, necessary for the existence, out of the earth, in the context of postmodern discourse is not accidental. This is the way, in which, according

to the principle of osmosis, postmodern culture creates a field that is dominated not by rational, logically designed philosophical reflection, but by the deeply emotional, internal response of modern people to the world around them. Postmodern culture is a territory situated not just at the intersection of chaos (anarchy) and space (order), but between them, equally tangible to both of these planes and at the same time equidistant from them. This gives rise to the phenomenon of «postmodern sensibility», a specific perceiving the world as chaos, lacking any criteria of value and meaning orientation. Such a worldview, thereafter, is expressed at the level of the composition of texts in an effort to reproduce the chaos of life by artificially organized chaos of a fundamentally fragmentary narrative, the components of which are intertwined on the principle of chaotic rhizome-root. And this intertwining is a blending-contamination, when each of the components, when combined with the other, does not lose its own peculiarities, and at the same time it is osmosis, which provides for the strict selection and filtering of intertextual elements as opposed to uncontrollably scattered nebularity.

### **3. Osmotic nature of postmodern eroticism**

Eroticism becomes the most organic sphere of exposing the postmodernism's osmotic nature, given that osmosis and eroticism are completely homogeneous concepts. And so the romantic text is the perfect landscape for the osmosis manifestation, because, as Roland Barthes notes in the preface to «Fragments of the Lover's Language» (1977), «one should not regard the lover as the bearer of certain symptoms, but rather try to hear everything irrelevant that is not exposed, but is present in his voice. Hence the choice of a «dramatic» method that abandons examples is based solely on the actions of the primary language (not meta-language). Thus, the description of the love discourse is replaced by its simulation, and this discourse is given its fundamental image, namely «I», in order to show the whole act of expression, not analysis. A portrait is offered if you wish; but this portrait is not a psychological one, but a structural one; it must be viewed in a certain place of language – the place of a person who's speaking (the lover) in front of the other (the beloved) person who is not speaking now» [3, p. 13].

Yu. Kristeva refers to this phenomenon as the transgression of the linguistic code, which becomes possible and ambivalent only by the ability to establish a «different law» for itself (Kristeva), different from the laws

that used to determin classical, non-fragmentary discourse. Dialogue, then, is not a freedom to say anything, but «a mockery, for the most part tragic, an imperative, but not such as an imperative of the «unity» [18, p. 126]. Thus, the dialogue of postmodern Kristeva's text is seen as the transgression, requiring a definite break with the norm, thus presupposing the establishment of exceptional interconnection between the units of the text. So, different intertextual elements are combined in the text, penetrate into each other, are transformed and propagated in the plane of the postmodern discourse on the principle of osmosis, because transgression itself implies the phenomenon of crossing the boundary that cannot be ignored, and first of all, we mean here the boundaries between the possible and the impossible, which are conducive to the impossibility, osmoticity, overcoming any restrictions, including textual ones. According to Georges Bataille, transgression has always been manifested in extraordinary artistic forms. That is why it is so organically disclosed precisely within the framework of an indecent, romantic narrative, because, according to Foucault, sexuality is the object and instrument of transgression [28, p. 129].

It is worth noting that love – both emotional and sensual – became a manifestation of postmodern axiology from the very beginning. And it is not surprising, because at the turn of the XX – XXI centuries the concept of love, popular during the previous epochs, could no longer coincide with the whole human experience and the corresponding perception of life. Viktor Malakhov emphasizes that «in a world where so many values are opposed to each other, each claiming our love, the latter can no longer ignore its limitation... Love, which paradoxically combines pity and admiration, eroticism and compassion, more and more today is getting a value of a certain human constant for the various spheres of manifestation of this feeling – wherever it is still able to «take root» in our postmodern and post-apocalyptic reality» [20, p. 126].

In order to examine the explication of sensual love motives in the postmodern text, firstly, we offer to trace classic models of love-eros in the traditional romance.

Understanding love as a measure of humanity in a man, as a meaning-forming metanormative factor in our life is rooted in the philosophy of the ancient Greeks, which, according to Plato, was known for four types of love: eros, filius, storghe and agape. Since then, philosophers have tried to

make similar classifications that would reflect the deeply aporetic nature of love: for example, love-need and love-gift (Clive Staples Lewis); pathological and true love (Emmanuel Kant); brotherly love, maternal love, erotic love, self-love and love for God (Erich Fromm), etc. [see: 20]. At the same time, the erotic (physical) aspect of love is, one way or another, essential even in ideologically and philosophically distant paradigms.

Eros is considered to be a kind of love, which includes spiritual and sexual elements, where «the sexual one prevails on the basis of its genetic primacy» [15, p. 510]. There are two points of view on love-eros. «Radically Erotic Eros» [4, p. 101] is most accurately expressed in the terms of sexual attraction, thirst for possession, desire to complete integrity: «Sexual love is a generalizing type of any other love» [4, p. 101]. If Eros is sublimated, that is, «ennobled» (this is a moderate view of the nature of Eros), then «no matter how much this poet's sense is magnified, it can be defined in no other way than the word 'need.' For love is a person's idea of the need of the person to whom he or she is attracted» [6, p. 78]. No matter how passionately that love manifests itself, it is directed only at the object, a means of satisfying its (now to a certain extent, «high») desires. In this way, Eros absorbs culture. Erotic motifs had always been present in literature from antiquity (Daphnis and Chloe by Long) and the Middle Ages (the Tristan and Isolde novels) until the 19th century. In the 1840s, the total fascination with Georges-Sandev's ideas of free love and the reviving of the flesh, connected with the left-Hegelian philosophy of action, led to the fact that love for a woman was regarded as «the first atonement for a man's sinful inaction» [7, p. 142]. Positivist perceptions of love were drawn from Augustus Comte's «positive philosophy», which asserted the authority of the senses and, at the basic level, sensuality by which «a man becomes one with himself» [9, p. 143], and from Ludwig Feuerbach, who saw in all-consuming love the only effective remedies for selfishness inherent in a man. Thus, if romanticism viewed perfect (platonic, «pure») love and Eros as two fundamentally different feelings, «that can be experienced by someone at the same time and be directed at different objects» [9, p. 142], then positivism considered incorporeal love a «chimera», something that could never exist. Sensuality started to be associated with health, strength and energy as opposed to the apathy of romantic-sentimental love. The ideal of passive suffering caused by the object of love (for example, in Johann-Wolfgang Goethe's Young Werther Suffering)

was replaced by the perception of this feeling as a source of vital energy for inner self-improvement and intelligent restructuring of the world. In the Russian literature of that period it is possible to note the concept of «positive erotology» by Nikolai Chernyshevsky and Alexander Pushkin's philosophy of Eros, where the poet's creativity emphasizes the enormous energetic value of sensual love, its ability «to fuel» amazing transformations... in the pursuit of perfection, immortality» [8, p. 33]. From a philosophical point of view, a certain concept of eroticism was presented by Arthur Schopenhauer in his treatise «Metaphysics of Sexual Love» (1819), which sharply contrasted the brains of a man and his genitals, characterized as the focus of all willpower. «The metaphysics of sexual love» is a kind of reservation not to succumb to love, which is, above all, an «individualized sexual instinct» [25, p. 149], capable of bringing only suffering to men. Schopenhauer, who preferred the idea of «not being born» [25, p. 149], proclaimed hatred of women because they «did not want to end the suffering of humanity – to give birth» [25, p. 150]. Discussing the issue with A. Schopenhauer, a Russian philosopher Vladimir Solovyov emphasized that sexual love in a man is not identical to the instinct of reproduction, and «generic goals» are achieved separately from «individual love» [25, p. 150]. But recognizing childbirth as «happiness for the mother», he simultaneously considers it a kind of «atonement» given to a man as a result of participation in the «animal breeding process» [25, p. 149]. Just like A. Schopenhauer, V. Solovyov felt the enmity of nature, of its «generic element» concerning the human personality, its spiritual essence. According to Solovyov, «the genital act embodies the infinity of the natural process in which the blind force of life perpetuates itself at the expense of the born and the dead... ». In fact, according to the philosopher, only a genius can resist this ridiculous infinity, a man capable of spiritual creativity, whose moral position resists dark and blind forces of nature. According to Schopenhauer, the juxtaposition of the spiritual personality to the clan included the concepts of humanism and morality. Galina Time [25] notes that Solovyov found his sense of love in critical thinking of Schopenhauer, in whose outlook he «asserted a will identical to the flesh, and broke through the rebellion of human personality» [25, p. 153]. Solovyov's experience is a typically modernist strategy of finding his own set of meanings metatextually – by disputing with the predecessors and commenting on their point.

Postmodernism, in its turn, refers to modernism the way pleasure refers to desire. If modernism and its predecessor realism – an era of desire and an era of knowledge – united in the desire for the depths of the world, in an attempt to expose its hidden essence, then postmodernism is a «pleasure incivilization» (Epstein), different from Freudian and Marxist dissatisfaction. Therefore, postmodernism can be regarded as «erosemiotics – almost sensual enjoyment of signs, texts, all the conventions of civilization, its alienated forms, sorting through quotations and styles, marked or not» [30, p. 215]. But at the same time, indissolubly linked to pleasure, desire constantly moves in the direction of discontent, where in the long run the images of temptation merge with the images of death, and therefore postmodernism as a temporary homeostasis of desire-pleasure is inseparable from the inevitable end, that is, the return to primordial chaos. According to this idea, the concept of chaos in postmodern thinking is transformed, «it is transferred from the margins to the center of philosophical and cultural reflections» [11, p. 424]. Thus, the attention of postmodern researchers focuses not on the denial of the universe of the existing, but rather on the transformation of it, on the creation of a universe that undergoes evolution from chaos to cosmos (actually chaosmosis). Moreover, the orderly cosmos implicitly involved in chaos transpires in it. Jean-François Liotard associates it with the concept of «instability», since instability, the loss of faith in the metanarrative, is a characteristic feature of post-modern times. And once again, instability is endowed with creative abilities – in a text that is devoid of original meaning, any potential semantics are possible, and the space of actualization becomes unlimited in general.

The metaphor of cosmos as orderly chaos, locked in certain, though rather dubious boundaries, is also used by Wojciech Kalyaga. He views a text, and especially a postmodern text, not only as a space for total transformation and self-ordering, but also as a correlate of the holographic nebula, which conveys the most successful one of the basic properties of the text – its dialogicity: «In its virtuality, the text is unable to exist outside the relationship, as it can not avoid entering into new relationships from the moment when the configuration of the semiotic space in the process of changing such relationships throws it: taken by the interpretive paradigm, the text is forced to respond and enter into a relationship. Even though the virtual nebulae of the text has – or has never – been noticed or discovered in a particular act of reception, they

are distributed in the form of differentiated and variable condensations in different directions of discursive space» [24, p. 166].

Accordingly, text does not need, and cannot require, any boundaries (frameworks, restrictions, etc.) as self-asserting and outlining its identity. In fact, the a priori text is placed between the various poles of postmodern reality – order and its absence. So, in the world of the postmodern text, another function of osmosis is realized – to achieve equilibrium, balance between these opposites, just as osmosis in nature is conditioned by the desire of the organic system for thermodynamic equilibrium. It is love that acts in the postmodern text as a catalyst or even a driving force for such osmosis, that is, it is a certain solvent capable of breaking the boundaries between the individual structural elements of the text. It seems legitimate that the very concept of osmosis as a way of achieving integrity is transferred by postmodern philosophers to the plane of love and relations between lovers. For example, thinking about Jan Kefelek's novel «Osmosis» (2004), Olga Pakhanova [see: 16] gives the metaphor of osmosis to a sort of relationships in which two people are constantly in a situation of mutual attraction-repulsion, that is, they conflict with each other, but cannot live separately from each other at the same time. This vision of the interaction between the loving and the beloved makes it possible to argue that in the age of postmodernism, the love discourse not only becomes an ideal territory for postmodernist searches, but also predetermines their exclusively osmotic nature: on the various levels of artistic text, it binds them together, consolidates them, transforms them into a new integrity, but also separates them from each other in their quest for finding a lost equilibrium.

Since postmodern sensibility inherently implies a co-presence, a clash of discursive (rational) and poetic plans, the artistic (literary) text is the point of intersection of sufficiently clear models of the sexuality philosophy, presented at all levels of creating and understanding the text as a purely osmotic phenomenon. Contrary to modernist aesthetics, for postmodernism, sexuality is concentrated not only and not so much in the sphere of sensual love. Rather, it is a philosophical concept that captures in its contents all the characteristics of human corporeality, which enables the constitution of variable culturally articulated practices of sex as the creation of the erotic sphere of human life. The content of the sexuality concept is defined in postmodern philosophy under the influence of several paradigmatically sig-

nificant vectors. It is formed in the general context of the post-metaphysical style of thinking known for the «postmodern sensibility», which is oriented to the «refusal to see the unchanging noumenal basis in the phenomenal sphere» [23, p. 706]. Interpretation of sex as a completely physiologically determined and therefore constant phenomenon in the classical cultural tradition has changed in the postmodern intention to find in the historically specific configurations of sexual practices, used by a particular culture, the semiotic articulation of sexuality as such. According to Michel Foucault, «in cases of flesh and sexuality, there is no one area that unites everything; when it is true that «sexuality» is the totality of effects produced in bodies, in behavior, in social relations by the action of a certain dispositive, it must be admitted that this dispositive does not act symmetrically here and there» [26, p. 233]. This asymmetric, diffuse, decentralized action is a direct feature of category of the sexuality and its osmotic nature.

Thus, sexuality is interpreted by postmodern philosophy in the context of the general concept of problematization, according to which the absence of a rigidly defined legitimization of a particular cultural sphere leads to its «constitution as a subject of reflective speculations and rational analysis» [23, p. 706]. According to the postmodern vision of the situation, the most important factor in problematizing a phenomenon in a cultural context is not the size and strength of the prohibitions that limit it, but rather the freedom of its spontaneous development. Thus, according to Foucault, the modern era is characterized by an unprecedented desire for sexual expression, the so-called «talking of and about sex» [26, p. 77], even if in the form of its verbal or textual explication.

The semantics of the sexuality concept is expressed in postmodernism «under the semantic-axiological influence of the concept of simulation, fundamental to postmodernism, which is based on a comprehensive semiotization of being» [23, p. 706], that is, on the call for total rejecting the rationalistic method of philosophizing the thinkers used to have before. Among other things, this includes awareness of erotic-sexual models. Thus, M. Foucault argues that sex is an instrument of oppression that is put forward by repressive civilization for its defense. In the opinion of the philosopher, the more people think about sex, the more dependent they are on sex. In this way, the authorities penetrate into the realm of intimacy, creating the necessary order for it, based on the criteria of truth, so people try to find this truth



about sex in psychoanalysis. At the same time, the French postmodernist does not support the technological control of sexuality based on the idea of truth. In his opinion, annexation of sex in the field of rationality, offered by Western culture, put the person (our body, soul, individuality, history) under the logic of lust and desire, and the moralists made a man to be an offspring of sex – in the form of advice and recommendations of specialists, a kind of life management technique that, according to M. Foucault, is a new form of government. This explains the philosopher's rather skeptical attitude towards Sigmund Freud and Jacques Lacan, who, although they abandoned the simplistic hypotheses of sex suppression, still maintained traditional notions of power in terms of «essence», «localization», «desire». M. Foucault notes in no uncertain terms that power is not derived from any point of view or an institution of domination, it is ubiquitous and multidimensional, it is an immanent form of life, capable of manifesting itself in various social institutions, including the family. It captures the soul and body of a man, and the only way out, the only means of struggle, is to return to oneself, to take care of oneself, the way it used to be in antiquity, when Dionysian gymnastics, diet, erotica, and methods of self-control were opposed to daily life restraint. In the end, Foucault also transferred power and sexuality as an ontological quality of a man into the sphere of discourse, although in the postmodern era, the semiotization of sex has unexpectedly led to its gradual disappearance as a result of the implementation of the strategy of abrasion from the body any gender signs, the emergence of «body-prosthesis» concepts, a virtualization of pleasure.

But regardless of the perception of sexuality as a function or as a structural discourse, an entity that exists under political economy thinks and sexually defines itself in terms of equilibrium (equilibrium of functions under conditions of personal identity) and connectedness (structural connectedness of discourse under conditions of endless code playback). In this case, the body remains ambivalent, both an object and an anti-object, which crosses and abolishes all disciplines aimed at achieving its unity. On the other hand, the body is a «topos-antitopos»: the topos of the subconscious as the antitopos of the subject and the like. In the light of the postmodern philosophical paradigm, modern psychoanalysis (Serge Leclair), separating the body from the anatomical and the erogenous, initiates the process of desire in the writing mode – on behalf of the body. Therefore, the privileged

subversive position conferred on the body by its displacement is terminated by its present emancipation. But at the same time, the «liberated» body gradually loses the symbolic potencies that had previously been endowed with the «suppressed» body, and thus the «spoken» body, introducing it into the plane of verbal discourse, becomes definite, even in some ideas, the opposite to the speaking body itself. In the postmodern aesthetics of the body as a topos, where the primary processes take place, the body opposes the secondary process – erotic consumption value, axiological rationalization. The desire-craving body is opposed to the body, semi-organized, structured, theatricalized in the secondary nudity, functionalized by operative sexuality. Such a secondary body, a body of sexual emancipation and «repressive desublimation» (Jean Baudrillard) appears solely as an erotic model, and gender is regarded only as the principle of Eros – that is, they are mutually neutralized by the declared desire for death.

The contents of the sexuality concept is defined in the context of a new understanding of determinism, in which any state of the phenomenon under study «is understood not as a product of causal influence from the outside, but as a result of an autochthonous and autonomous process of self-organization» [23, p. 707]. It is on this principle that Georges Bataille views the history of eroticism as an exclusively human model of sexuality, arguing that eroticism is inherently human sexual activity, as opposed to the same activity of animals. According to the philosopher, not every form of human sexuality is erotic in nature, but it becomes one, as soon as it gets rid of the elemental animal sexuality. So, he means associations and judgments with the intention of sexual qualification of objects, beings, places, and times in which there is nothing sexual, although they do not contain anything that contradicts sexuality [see: 5, p. 13]. Thus, the «erotosphere» is formed precisely under the influence of the internal process of transformation and reorganization.

Such a transformation is quite natural: researchers of the postmodern age, who note the crisis nature of postmodern consciousness, say about a certain extinction of feelings, about the inability of postmodern man to high romance. However, on the background of total doubt, in a world that has forever lost its light of true feelings, a new need for them has never been felt so strongly before. It is this need that leads to living the love, talking it through, according to the law of postmodern apothology, that reduces

high romance to the enumeration of various sexual practices. Such love, carnal, low, understandable and accessible to everybody, love, identified by the ancient Greeks with Aphrodite Pandemos, reveals the secondary nature of this concept in postmodernism. But the postmodern sensibility is paradoxical: unable to create true feeling, the post-love world still needs love, seeks to fill its lack. Thus, according to Georges Bataille, eroticism becomes the exclusive sphere of human existence, for which the spiritual aspect is no less important than the corporeal, since it reveals «the transition from the mere sexuality of the animal to the mental activity of man implied by eroticism» [5, p. 24].

In the context of postmodern nomadology, sexuality is seen as «potentially and topically plural» [23, p. 707]. The nomadological approach, which interprets its subject matter as fundamentally nonlinear, treats sexuality in the same way, unlike sex, which is always teleologically linear. Thus, the sexual sphere of life is characterized by a postmodern philosophical strategy, «the replacement of vertical and hierarchical connections by horizontal and rhizomatic, the rejection of the idea of linearity, metadiscursiveness, universal language, and thinking based on binary dyads» [30, p. 65]. In their work *Rizomé* (1976), scientists Gilles Deleuze and Felix Guattari compare the world not with the tree that characterizes the modern tradition, but with the rhizome – a system of small roots, each of which is equal in their structured world. Because, by Deleuze and Guattari's definition, «one of the basic properties of rhizome is to have a large number of exits» [30, p. 82]. This definition clearly describes the very affinity of the postmodern text as such that can be read differently by anyone who takes and opens it. This completely postmodern assertion, however, cannot be perceived without a return to Friedrich Nietzsche's reasoning that there are no facts, only interpretations – our understanding of them under the influence of certain life circumstances, and rhizomes, integrally encompassing the philosophy of postmodern organization of integrity, reveals in particular the notion of postmodern love-erotica as one of the key notions in postmodernism.

Considering the principles of the category of sexuality outlined in postmodern philosophy and aesthetics, we can distinguish hypersexuality as one of the leading features of postmodernism. Hypersexuality, by the definition of the Russian researcher Mikhail Epstein, is the hyperbolization of sexuality, which exists in both the works of Z. Freud and the novels of

D.G. Lawrence, and at the most primitive level – in numerous pornographic editions that embody the idea of hypersexuality at the level of mass culture [see: 30, p. 33]. The ambiguity, danger, even death of spiritual Eros also originates from the aesthetic, not the ethical, dominant of erotic ascent to perfection. The absolute is transcendental to the empirical world, and the purpose of Eros is to be a bridge, a union of the immanent and the transcendental, materially corporeal and perfectly holistic. The primary attraction then goes not to the good, but to the beauty that connects the two worlds – absolute life and temporary existence. In beauty, according to Yevgeniya Krasnukhina, «our basic erotic passion, our salvation and our death» is hidden [16, p. 27]. Beauty is engendered by the presence of both principles – the bright, intelligent Apollonian source of measure and form and the dark passionate instinctive Bacchus impulses of the Dionysian source, which in turn appeal to different aspects of a human being: the Eros of spiritual enrichment and the Eros of personal ruin.

Thus, the postmodern vision of love-eros, which, on the one hand, is characterized by its reduction to sex, and on the other hand, apologizes, emphasizing its leading role in human development, both at the level of philosophical and artistic landscapes, provides for exceptional diversity and diffusion of sex explications. Such an apology of corporeality in the love-sensual sphere naturally leads to a specific interpretation of love by the Menipei, which underlies cynicism as a means of salvation in a world of lost, neglected values. However, regardless of the perception of sexuality as a function or as a structural discourse, it is through it that constant dialogue between the inner and outer spaces of the postmodern text becomes possible. This process, in fact, is described by Wojciech Kalyaga as «discursive osmosis», closely linked to the universal nature of the principle of dialogical texts, or intertextuality, since any text, in general, and postmodern love discourse, in particular, is not a closed territory of static structures and meanings, but has become a natural part of the dialogic discourse of world cultures.

#### 4. Conclusions

Taking into account all the facts mentioned above, we can come to the conclusion that in the context of postmodern rejection of logocentrism, the exceptional dialogicality of the postmodern text is explained precisely by the osmotic nature of modern and post-modern love, which becomes similar

to the connective tissue in the space of post-love discourse. Postmodern eros acquires the characteristics of the ultra-sensitive membrane, which allows the diffusion of different elements and their dissolution within the text, and at the same time connects various elements of the text into a single unity. Therefore, erotic osmosis is perceived as an actual infinity, so it permanently gives rise to specific love forms and practices, each of which is finite. Thus, in an environment of erotic osmosis, any version of eros embedded in a postmodern context receives the semantics of the final act, structuring the boundary of sexuality as boundless a priori. It is defined by postmodernism as «permanent formation» and therefore articulated as non-final, since it is centered not on «pleasure», in which the process devoid of purpose disappears, but on «enjoyment», essentially infinite and unclosed in its core.

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**CHRONOTOPIC ORGANIZATION OF THE SHORT-STORY  
BY NIKOLAI GOGOL “ST. JOHN’S EVE”**

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**Abstract.** The goal of research is the comprehensive analysis of spatio-temporal relations in the short-story by N. V. Gogol “St. John’s Eve”, the categories of literary time and literary space as plot-forming and character-creative characteristics and as important structural elements of the romantic worldbuilding of Gogol's short-story. The subject of investigation is spatio-temporal worldbuilding of Gogol’s short-story “St. John’s Eve”. The theoretical and methodological basis of the study are the works of S. D. Abramovich, M. M. Bakhtin, N. G. Gey, A. B. Yesin, V. Ya. Zvin-yatskovsky, Yu. M. Lotman, L. A. Sofronova, V. E. Halizev, A. Ya. Esalnek and others. The article states that the chronotope in this short-story has heterogeneous and combined character, and temporal and spatial movements are carried out thanks to the image of the narrator. The article discusses real/irreal space and story-line, calendar, abstract and historical time; inn chronotope and the spatial demoniacal vertical framework, along the axis of which the plot action unfolds. In Gogolian narrative both the image of the fern and the treasure hunting motive are inextricably bound up with the spatial demoniacal vertical framework. The dream motive is considered as the author’s technique for the transition of a character from irreal time and space into real. Particular attention is paid to the subjective “time of the character” (or the so-called “individualization of time”) – in other words to the emotional and psychological perception of the time of narration by Petrus Bezrodnyi. Thus, the night is considered in the article as the time of taking life-changing steps, the time of doubts, fear and internal struggle

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within the self. The authors of the study emphasize the disastrous nature of space in the story and analyzes the deformation of spatio-temporal boundaries and condensation of space and time in this literary work. The article also studies day-night cycling of events, literary chronology (movement from the wedding, joy, to melancholy and despondency, from summer blossom to spring sadness) and temporal discretisation as a means of psychologization and dynamization of the plot. According to the authors, unreal time in the short-story “St. John’s Eve” is associated with fairy-tale images (the witch Baba Yaga, a hut on the chicken’s legs) and the motive of metamorphosis (transformation of the witch Baba Yaga into a dog and a cat, Petrus into a madman, gold into smithereens, inn – into the “resident evil”, etc.).

### 1. Introduction

In recent decades, in Ukrainian literature studies there has appeared a number of interesting research works on literary time (“artistic time continuum” – according to M. M. Bakhtin) and literary space (“artistic space continuum” – according to M. M. Bakhtin) in the works of N. V. Gogol, which offer various approaches to the comprehension of this complex literary phenomenon. Among numerous academic pursuits, the subject matter in which are the categories of literary time and / or literary space in the writer’s works, most of works are devoted to the road/route chronotope, historical time, fantastic space, the image of the city. As for Gogol’s works, the “epic poem in prose” (as Gogol himself saw it) “Dead Souls”, the cycle “Petersburg Tales”, and his comedy “The Government Inspector” (“Revisor”) were most often subjected to chronotopic analysis.

Nevertheless, the spatio-temporal structure of Gogol’s cycles “Evenings on a Farm Near Dikanka” and “Mirgorod” remains one of the least studied aspects of the problem under consideration. Based on the material from the first short-story collections of the writer, the researchers partially examined the fantastic space and the opposition “Dikanka/St. Petersburg”, “our/their” space in the “Evenings on a Farm Near Dikanka”, the heroic chronotope in the novel “Taras Bulba” and particular characteristics of spatial organization in the horror novella “Viy”.

Despite the fact that some aspects of literary space and literary time were partially covered in the dissertations of I. F. Zamanova, O. S. Karandashova, V. O. Korkishko, I. I. Merkulova, A. K. Pavelieva, many components



of spatiotemporal worldbuilding in Gogol's early prose has not attracted the attention of researchers yet.

Thus, the problem of studying literary time and literary space in the cycles by N. V. Gogol “Evenings on a Farm Near Dikanka” and “Mirgorod” is not scientifically exhausted, it requires further research, and certain scientific concepts related to it need to be reviewed, elaborated and specified.

**Actual scientific researches and issues analysis.** Literary space and time, chronotopes and landscapes’ functions in the short-story by N. V. Gogol “St. John’s Eve” (“Večer nakanune Ivana Kupala”) were partially considered by Ukrainian and Russian Gogol scholars. For example, V. I. Matsapura elucidates the mythopoetic image of Gogol’s Ukraine and researches the synthesis of pagan and Christian motifs, which at the same time are given as opposite poles [13]. A. S. Kichenko examines the mythologization of space and traditional spatial and temporal oppositions [10], V. D. Denisov studies “an alien world – night, underground world” [6], M. A. Novikova and I. N. Shama reveal different forms of interconnection and the interdependence of characters and space in Gogol’s short-story under examination [14]. In her dissertation, I. F. Zamanova analyzes the oppositions of “our/theirs” and “right/left” in the symbolism of space, the function of dream, the two-worldness/bi-worldness (real and unreal, magical and everyday household space), the forest as the border between two worlds, the transition of the main character of the story Petrus Bezrodnyi (in some translations – Pyotr Kinless) into the “alien” world [7]. According to L. A. Sofronova, St. John the Baptist’s day (the so-called Kupala Night) and folk-beliefs, related to it, primarily determine the content of the short-story “St. John’s Eve”, and holy days and the circle of seasons are analyzed as chronotopical landmarks (reference points) that characterize certain temporal stages of characters’ life in this Gogolian short-story. The researcher also separately reviews the perception of natural time by the characters of the story, the “dangerous time of day” and peculiarities of time fragmentation in terms of mythopoetics. The deformation of the ideal space and the color scheme of the world in short-story “St. John’s Eve” are examined by A. G. Kovalchuk [11]. Mystical time, mystical space and the mystical chronotope as the crucial components of this literary work, as well as the relationship of the narrator and the characters with literary space and literary time in this Gogol’s literary writing, became the objects of study in the works of A. K. Pavelieva [16; 17].

Nevertheless, the categories of literary time, literary space and the chronotope in the short-story by N. V. Gogol “St. John’s Eve” have not been soundly-based and comprehensively investigated and require further detailed study.

**The goal of research.** As it appears from the name of Gogol’s short-stories collection “Evenings on a Farm near Dikanka”, the categories of literary time and literary space fulfil plot-forming and character-creative functions in the stories of Gogol’s first cycle. Therefore, the purpose of our article is the comprehensive analysis of spatio-temporal relations in the short-story by N. V. Gogol “St. John’s Eve” as the most interesting object of research from the point of view of chronotopical coordinates of a literary work.

To achieve this goal it is necessary to solve the following **tasks**: to find out any and all varieties of literary time, literary space, chronotopes, toposes, loci and chronotopical motifs in the short-story by N. V. Gogol “St. John’s Eve”; to identify their role and functions in the specified literary work; to analyze the mutual influence of characters and space / time in the imaginative world of Gogol’s story.

**Research methodology.** The theoretical and methodological basis of the study are the works of S. D. Abramovich, M. M. Bakhtin, A. B. Botnikova, S. N. Broitman and V. I. Tyupa, N. G. Gey, A. Ya. Gurevich, I. A. Yesaulov, A. B. Yesin, V. Ya. Zvinyatskovsky, A. S. Kichenko, N. F. Kopystyanskaya, D.S. Likhachev, Yu. M. Lotman, A. N. Loy, Yu. V. Mann, V. I. Matsapura, I. I. Merkulova, S. Yu. Neklyudov, I. B. Rodnyanskaya, L. A. Sofronova, N. D. Tamarchenko, V. N. Toporova, F. P. Fedorov, P. A. Florensky, V. E. Halizev, A. Ya. Esalnek, T. V. Kushnirova.

**Research methods.** The study is based on the usage of historical-literary, cultural-typological, structural-functional, systemic, and statistical methods and approaches.

## **2. Statement of basic materials. Major points of spatio-temporal worldbuilding in the short-story by N. V. Gogol “St. John’s Eve”**

Literary time and literary space are the plot-forming structural elements of the short-story by N. V. Gogol “St. John’s Eve”. In the context of this story, place and time are symbolic, and this contributes to the fact that this short-story is perceived by readers as a heroic epic ballade.

Transitions from the narrative-declarative into the plot-story line mysti-

cal time are easily and freely made by means of the image of the narrator/storyteller (who is always vitally important in Gogol's works). The narrator "compresses" the time (from Basavriuk's tricks to romantic rendezvous of Petrus Bezrodnyi and Pidorka), "stretches out" the time (in the episode when Petrus looks forward to the approaching of the evening) and, on the contrary, stops it (for example, when describing Pidorka's appearance or when telling about how "weddings in the old days were no comparison with ours").

The chronotope of the short-story by N. V. Gogol "St. John's Eve" has unhomogeneous and combined character. So, for example, at the beginning of this short-story uneventful time prevails – these are the narrator's recollections about Foma Grigorievich and his manner of storytelling. They are followed by sexton's retelling of the story, which he heard in childhood from his grandfather. Here we can point out such characteristics of the author's chronotope as abstractedness and multilayeredness. We do not know either when Foma Grigorievich shared his memories with Rudy Panko (Rusty Panko), or where it happened. The writer only mentions that everyone "moved closer to the table and he began". In addition, three time layers simultaneously appear in front of the reader: Rudy Panko once heard a story told by a sexton, and he, in his turn, heard it as a child from his grandfather who claimed that this story happened "way, way back, more than a hundred years ago". Since the described events took place in the distant past, the author describes abstract time: "he would ...", "he used to...", "one day...", "a while back...", "one time..." and etc.

The events the sexton tells about took place in the open space – "in the middle of a field", where there were "some dozen huts, cobless, roofless, stuck up here and there", in historical time – in the days "before hetmanate". Most likely, this was the era of Lithuanian-Polish rule: "almost everybody then went Cossacking and got no small amount of goods in other lands <...>. What folk weren't hanging about then: Crimeans, Polacks, Litvaks! It also happened that bunches of our own would come and rob their own. Everything happened" [1, p. 36]. This village, located "maybe no more than a hundred paces from Dikanka", was then a poor farmstead of a dozen roofless huts. Such spatio-temporal "aging" and "shrinking" of the borough creates the impression of "prehistoric" events, giving the story the tone of a legend. Moreover, this space is ghostly – "there's no trace left now" of

this hamlet. In addition, it is unreal – the demonic man Basavriuk comes here from nowhere and disappears without a trace. “In this farmstead a man often appeared, or, better, a devil in human form. Where he came from and why he came, nobody knew” [1, p. 36].

The mythological time that arose in archaic world models goes in the opposite direction: from the present to the past. For the narrator, past events are of immediate interest and do not belong to another time period, according to I. B. Rodnyanskaya [18, p. 488]. Therefore, mythological time is not inconvertible and linear and allows to turn back the clock and to open into the future known only to the narrator. Mythological time is often associated with the motif of eternity (“A Terrible Vengeance”), trial motif and the motif of paying a price in blood for the transition into the demonic world (“St. John’s Eve”, “The Lost Letter”), “temporal superstitious beliefs”, for example, beliefs that the treasure, mined on St. John’s Eve, will not bring happiness. Mythological time in Gogol’s works is characterized by inhomogeneity, conventionality, relativity; the symbolic significance of calendar time and time of day; personification, as well as the use of demonological, biblical and mythological images and motives.

The short-story “St. John’s Eve” is marked by cyclicism of events: after Petrus’s death, life in the hamlet resumed its natural everyday course, and the devil again began to “play” with space, reviving inanimate objects filling it (“the fried lamb raised its head”, “the glass bowed to the ground”, “a huge tub suddenly jumped away” and etc). That is, the story begins with the description of Basavriuk’s tricks and hankey-pankeys and ends with them – on the day of Petrus’s death, Basavriuk again appeared in the hamlet. In addition, the cyclical time in the short-story is presented by the change of seasons.

Dropping the curtain, Foma Grigorievich concluded that the tavern on Oposhnyanskaya Road “was fixed up by the unclean tribe at their own expense for a long time afterwards”, but “now, for instance, on this same spot where our village stands, everything seems quiet” [1, p. 44].

### **3. Mystical time and mystical space as the chronotopical basis of the story**

Mystical time is the time from sunset to the third rooster’s crow inclusive, filled with supernatural, inexplicable, mysterious events and characters that do not belong to the human realm (witches, water-casters, sor-

cerers, spirits, monsters, beasts, gods, evil spirits, mythological creatures, etc.). You can also consider to be mystical such semi-Christian, semi-pagan holidays like Christmas, Whit Sunday, St. John the Baptist's day, rusalyy – ancient Slavic spring holiday which commemorates the dead, etc. Mystical time, combined with the trial motif, is often intertwined with adventure time and time of day (midnight). This time is unfavorable for the hero of a story, so the actions taken by the character at this time may be unsuccessful, or may have bad consequences. So, the treasure found by Petrus Bezrodnyi in the short-story “St. John's Eve” at mystical time – the dead of night, did not bring him luck and happiness.

The key mystical time in this story is the night at which Petrus Bezrodnyi made a deal with the devil, the mystical space is the hamlet where the main characters live (as complementary, but separate components of the spatio-temporal worldbuilding); mystical chronotope – midnight in Bear's Gully on John the Baptist (as a merging, interlacing of mystical time and mystical space). All of the above-mentioned components of the spatio-temporal structure of this short-story play the key role in the contexture of Gogol's work.

The title of the short-story itself – “St. John's Eve” – indicates that the time component of the spatiotemporal worldbuilding plays center stage in its structure, because the main plot action takes place on the night of July 6 to July 7 – on the most mysterious and mystical night (in accordance with folk beliefs). The space in Gogol's story is secondary. In the early works of Gogol St. John the Baptist's is the night of devilish, evil, demonic forces, when, according to Slavic mythology, all evil spirits come out of the water to the land, and the herbs are endowed with magical powers. The time in the short-story “St. John's Eve” is subject to evil spirits, who “turn” it against the characters – Petrus and Pidorka. The “the evil one prompted him – without taking a good look around the front hall, to plant a hearty kiss, as they say, on the Cossack girl's rosy lips, and the same evil one – may the son-of-a-bitch dream of the Holy Cross! – foolishly put the old coot up to opening the door” [1] at that very moment. As a result, Petrus was kicked out, his beloved was forced to marry the unloved rich Polack, and the poor man had no choice but to plod straight to the tavern in order to drown his grief.

The setting of events, as envisioned by the author, occurred “at an hour when good people go to church” [1], and the climax is on St. John's Eve.

Twice in mystical time, the main character made false steps in a journey through life. Exactly at the mystical (night) time, Petrus Bezrodnyi agreed to pact with the Devil and cooked his own bacon (ruined himself). The hero's character, appearance and his fate are revealed precisely in these two decisive nights more than through his actions before and after them.

Mystical time is usually related to mystical space. In Gogol's short-story, the main dramatic events take place in Bear's Gully, in a devilish place, in the presence of a witch, a "devil" (Basavriuk) and "hideous monsters", which leaped before Petrus in throngs. It is noteworthy that in "St. John's Eve" there are two types of mystical space. At first glance, the hamlet in which Korzh, Pidorka and Petrus lived and in which Basavriuk played the rogue, seems to be everyday household space. However, we believe that the heroes' habitat – the key topos of the short-story – is not at all ordinary household, but it is mystical space, as evidenced by some of its features. Firstly, the bounds of humans' space and time in the indicated work are flagrantly violated by evil spirits ("the very next night some friendly visitor from the swamp, with horns on his head," [1]) and by Basavriuk, "a devil in human form". Basavriuk would "prowl the streets of the hamlet" and present "pretty girls" with demonic gifts. That is, the devil (fiend/ Basavriuk) deforms the space of the hamlet, muddying the water, putting fear in everyone's heart and animating different objects (fried lamb, glass of fire-water, a tub with dough).

The latter is of prime importance as these are things, from the point of view of N. I. Ischuk-Fadeeva, that connect the daytime, visible, and understandable world with the terrible evening world [9, p. 245]. A. G. Kovalchuk also noted that in the space on which Satan's shadow falls, the behavior of the material world strikes by its illogicalness: the devilish ring or necklace thrown into the water would come "floating right back to your hands" [11, p. 29]. It can be argued that this is Basavriuk's space, in which it is he who dominates (or rather, commits excesses with impunity), and not the local priest. No wonder that the first version of this short-story was entitled by the author as "BIS-avryuk, or St. John's Eve". "Bis" in Ukrainian is a devil, demon or an evil spirit, thus, a name of the character, including the word "bis" emphasized his nature of the beast and the devilry underlying the plot.

Secondly, the fact, that this settlement was located "maybe no more than a hundred paces from Dikanka" [1] is of particular concern, as it is well known that Dikanka, as well as Kiev, are peculiar positive centers of the

worldbuilding in Gogol's cycles "Evenings on a Farm Near Dikanka" and "Mirgorod", positive toposes, around which devilry is grouped, and to which all Gogolian negative characters are drawn. In Gogol's texts, Dikanka and Kiev are surrounded by mystical spaces, hostile to humans, with "demonic" characters inhabiting them. D. S. Burago emphasizes that Gogol's positive toposes are surrounded by pagan space, where under the thin layer of Christian civilization there lurked long-standing horrors of folk demonology, and terrifying two-worldness looms on the border of such spaces [2, p. 12]. Therefore, it seems that it is not without reason that the plot-story line time in the short-story "St. John's Eve" unfolds in a lost, godforsaken hamlet near Dikanka, in which evil spirits seamlessly play pranks, and ends with the mentioning of Kiev Pechersk Lavra, where Pidorka went to pray for forgiveness of her husband's sins. In other words, the main plot action in the Gogolian story begins in the space of the devil, though "in human form", and ends in the space of God.

The fourth, the affirmation that the mentioned hamlet is mystical space is evidenced by the fact that neither Father Afanasy nor the presence of the "church of St. Panteleimon" can protect it from evil spirits. V. Ya. Zvinyatskovsky emphasizes the symbolism of the implication of the villagers, including Petrus Bezrodnyi, to St. Panteleimon. This saint was invoked for "sickly and insomnolent", therefore, from the researcher's point of view, the author gives the readers the cue that even powerful St. Panteleimon will not be able to cure Petrus from a disease to which he has been reduced by his union with evil spirits. According to V. Ya. Zvinyatskovsky, it is precisely this motive of depletion of once powerful sanctuaries before the day of doom that Gogol develops in his horror novella "Viy". M. Ya. Weisskopf thinks that "the matter, apparently, is that the carnal, material side of the church in Gogol's short-stories completely absorbs or displaces the spiritual side" [3, p. 112].

As noted earlier, the mystical chronotope in Gogol's short-story "St. John's Eve" is represented by the space of the Bear's Gully and time (from midnight) of Midsummer Night. The road to the Bear's Gully, as in Russian folk tales, leads through a dense, impenetrable forest. Foma Grigorievich's grandfather, the central character of Gogol's short-story "The Lost Letter", will get into the demons' den through the similar forest. Khoma Brut will also bushwhack through impenetrable wilds, trying to escape from the chief's farmstead.

The terrene through which Petrus and Basavryuk made their way has markedly fatal and disastrous character, because the Bear's Gully is a dark, "deep ravine", with thickets of blackthorn, on which the travelers got hooked, with "boggy marsh" and Baba-Yaga's dwelling – "a hut on chicken's legs". Blackthorn is a typical plant for magical, mystical and fantastic spaces. Making their way through the thickets of blackthorn, the characters of fairy tales, myths, legends, and true stories, and, in particular, Petrus Bezrodnyi in the short-story "St. John's Eve" and Foma Grigorievich's grandfather in the "The Lost Letter" symbolically pay for the transition into the unreal world, into the alien, hostile, cursed, devil's space. Marshes in the mythology of many cultures, including Slavic mythology, are considered deathtraps, bad, god-forsaken, sinister, unclean places, the habitat of the swamp "evil spirits" (hobgoblin, "vodyanoy", folklore kiki-mora, "mavkas", etc.). "The hut on chicken's legs" is the only example of a fairy-tale witch's house in the short-stories, compiling Gogol's cycles "Evenings on a Farm Near Dikanka" and "Mirgorod". In all the other works included in the writer's first collections of short-stories, the pandemonium and witch's residence are only slightly different from the human dwelling.

Descent down metaphorically means a descent into the underworld, into the hell. Consequently, the descent into the Bear's Gully through the forest, through the blackthorn, past the swamps, and even with a guide to the other world (the Off-world), symbolically means Petrus Bezrodnyi's transition into the demonic world or hell. It is noteworthy that the hero at first sold his soul to the devil really, while spatially (physically, bodily) he went to hell at first not for real, in pretence, as if he received a chance to improve the situation, and only after the murder was accomplished he ended up in hell truly, having turned into a "a heap of ashes".

On a mysterious night in the Bear's Gully there appeared before him "a whole bank of flowers, all wondrous, all never seen before", not typical for this area. Such spatial "anomalies", "oddities" in Gogol's literary works usually serve as a sign of a shift in the border between the human and demonic (forbidden and usually inaccessible to humans) worlds. In addition, in Gogol's short-stories, another feature of the mystical chronotope is its "animativeness": nature, landscape, plants and objects, the earth and the sky – everything comes to life and moves, seems to be no less "alive" than human heroes.



In mystical midnight minutes, the spatio-temporal boundaries of the area are broadened and deformed. When Petrus extended his hand to the fern flower, the really visible and imaginary become inseparable. Petrus saw “hundreds of hairy hands stretching toward the same flower from behind him, and something behind him was running to and fro”. After Petrus pulled out a flower, there appeared “blue like a dead man” Basavriuk and it “seemed” to him that grass, flowers and trees were talking to each other.

Gogol’s mystical space is distinguished not only by spatial “oddities” and the elements unusual for the customary landscape, but also by horrendous and chilling sound filling. A. G. Kovalchuk noted that the sound image of the other world is formed in the framework of threshold states [11, p. 30]. In the Bear’s Gully there is either breathless silence, or the devilish deafening cacophony thunders. “But now a whistling was heard, at which everything went cold inside Pyotr, and he fancied that the grass rustled, the flowers began talking to each other in voices thin as little silver bells; the trees rumbled, pouring out abuse...”, the author writes [1]. These sounds are the harbingers of the appearance of the witch-Baba-Yaga.

The color scheme of this mystical space is dark and gloomy: “it was blind dark”, “wild weeds stood blackly around...” [1], etc. In the demonic space-time, the world turns red, the color of blood, exactly after Ivas’s murder: “Everything before him was covered with red. The trees, bathed in blood, seemed to burn and groan. The sky, red hot, was trembling ... Fiery spots, like lightning, came to his eyes” [1].

That is, such spatial landmarks as a forest, blackthorn, swamps, unusual flowers, a “hut on chicken’s legs”, strange and scary sounds, dark colors show the irreality of the space of the Bear’s Gully, its demoniac nature.

#### **4. The two-worldness in the short-story “St. John’s Eve”**

As you know, both heavenly and underground space belong to supernatural forces. Demons, according to folk legends, live in the underworld, below: in steep banks (ravines), gorges, abysses, etc. For example, in Gogol’s short-story “St. John’s Eve”, the bygone connection of the devil with the sky was, as rightly been said by M. Ya. Vajskopf, “dissolved in the general mysteriousness, the otherworldly nature of his origin” [3, p. 62]: “Where he came from and why he came, nobody knew” [1]. We believe that the author two more times drops some strong hints at the discredited “heav-

only” past of the underground inhabitant. For the first time – when he mentions Basavriuk’s sudden appearance in the hamlet: “then suddenly vanish into thin air, without a trace. Then, lo and behold, again he’d as if fall from the sky” [1]. For the second time we encounter such a hint in the description of space after Ivas’s murder: “The sky, red hot, was trembling...” [1]. That is, the deed of horror, committed in the depths of the earth, in the ravine, as if echoing, is “spatially” reflected in the sky, in the heaven.

In the short-story “St. John’s Eve”, one can also find two demonic verticals, which are a kind of transformation of the World Tree model. Both the fern and the treasure chest are on the demonic vertical – underground. Petrus went down into a deep ravine, where “the chest started sinking into the ground, deeper, deeper; and behind him came a laugh that more closely resembled the hiss of a snake” [1]. It is no coincidence that the author mentions the viperous hiss. In accordance with mythological ideas, snakes are usually located at the roots of the World Tree. The details of the text indicate that the treasure was in the lower space in relation to the human world, and Petrus was in the lower world in relation to the upper (heavenly) world. When the man was standing on this demoniac vertical and saw untold riches under his feet, “his eyes glowed ... his mind darkened...” and he killed an innocent child. Bloodshed deforms the space again: in Petrus’s eyes everything turned red, and the sky trembled.

We can find the second demonic vertical at the end of the short-story, when Gogol writes: “Smoke poured from the sooty chimney in a column and, rising so high that your hat would fall off if you looked at it, poured hot coals all over the steppes, and the devil – no need to mention that son-of-a-dog – sobbed so pitifully in his hovel that the frightened jackdaws rose in flocks from the nearby oak grove and with wild cries dashed about the sky” [1]. In mythology, birds (in this short-story – jackdaws) are associated with the head of the World Tree, a man is associated with the trunk (in Gogol’s short-story – “a good man couldn’t pass by the ruins of the tavern”), a snake is associated with the root (in Gogol’s works this is a devil whom the author calls in his cycle “the enemy of the human race”). The devil is also distinctive in that he often disappears. Using this plot detail, the author emphasizes that Basavriuk periodically is forced to return to the lower world.

In the short-story “St. John’s Eve”, as in many myths, during the hero’s movements along the devil’s vertical from the upper world into the lower

one it is forbidden to look back. Therefore, Basavriuk warns Petrus against looking backward.

### 5. Literary time, literary space and the characters

Sojourn in another, unreal, demonic world does not pass without a trace for the heroes. Petrus Bezrodnyi “grew wild, shaggy, frightening” [1]. “The character’s appearance reflects the dependence on the terrible power that controls him...”, says V. Sh. Krivonos [12, p. 137]. After the infanticide, Petrus, in our opinion, is in a “threshold” state. As a result of his tribulations in the Bear’s Gully in St. John’s night, he “fell out” of his real time: ordinary, everyday life passed by him. He paid for the transition into the demonic dimension with dementation. Bodily, physically, spatially, he was still in this world, and with his mind and soul he already belonged to the demonic world. The main hero turned into a kind of a robot, lost his human face, which symbolizes his transition from “his” world into the “alien” one.

Another author’s hint at the hero’s susceptibility to the influence of evil spirits, from the point of view of V. Ya. Zvinyatskovsky, is a mention of his rootlessness, as the main character was called Petrus Bezrodnyi (Kinless) for good reason. According to folk legends, a person without kith or kin becomes an easy prey for demonic forces [5, p. 402].

Describing Petrus’s expectation of sunset, the author depicts *the subjective time of the character*. It is intended to emphasize the degree of the hero’s despair and his itch for money. It is necessary to clarify that “*objective*” time gives the narrative traits of credibility, emphasizes its historicism or documental character. That is, such time creates the illusion of the realness of the described events, presents them as those that actually happened. “Subjectively experienced” time is characterized by the fact that the hero is sensitive to the ordinary course of events, in his perception time slows down or accelerates, or vice versa a second can stop and last for ages, depending on different types of space or the emotional and psychological feelings of the character. So, Petrus Bezrodnyi barely waited for the cherished night. For him, on the eve of a magical night, time dragged on infinitely slowly – days, weeks, months fly by as one instant.

In Gogol’s cycles, in the mystical space-time, there traditionally appear the corresponding characters. So, the author mentions how “hundreds of hairy hands stretching toward the same flower from behind him”, and “hid-

eous monsters leaped before him in throngs". Basavriuk, who in the human world – in the hamlet – was in no way different from other Cossacks, became "all blue like a dead man" [1]. That is, it can be assumed that when moving into another space, demonic creatures undergo some transformations. In mysterious midnight minutes, after Petrus plucked a fern, the space of the Bear's Gully is also deformed, the line between reality and irreality becomes indistinguishable. The hero saw visions: "he fancied that the grass rustled..." [1], etc. It is noteworthy that in the mystical chronotope of "St. John's Eve", the high intensity of time coincides with the extreme saturation of space with demons, wonderful flowers, magic objects, etc.

But the main "resident" of the mystical chronotope in this short-story is the witch Baba-Yaga in a triune form, who, like the witches in the short-stories "May Night, or the Drowned Maiden" and "Viy", has the ability to transform. Basavriuk's accomplice can turn into a cat, a dog or a wrinkled old woman. A hint at witch's shapeshifting was in the name of the area in which her "hut on chicken's legs" is located – "the Bear's Gully". She, like the Drowned Maiden's stepmother from the short-story "May Night, or the Drowned Maiden", like Solokha from "Christmas Eve" and the witch, chief's daughter from the short-story "Viy", lives in two worlds simultaneously: in the real (human) and the unreal (mystical, demonic). But, unlike the aforementioned witches, the witch Baba-Yaga in the short-story "St. John's Eve" in different chronotopes not only looks differently, but also performs various functions. At night, she, in the form of an old woman "with a face as shriveled as a baked apple" panders to Basavriuk in his demonic affairs, and during the day she is a sorceress "who, as rumor had it, could heal any illness in the world" [1].

The author emphasizes that from the witch's sorcery the fern, having been thrown up, "did not fall straight back but for a long time looked like a fiery little ball amidst the darkness, floating like a boat in the air; at last it slowly began to descend and fell so far away that the little star was barely visible, no bigger than a poppy-seed" [1]. Due to the witch's manipulations with the flower, over which she "whispered something for a long time", time and space "become denser". The fern's fall does not just slow down – the flower "floats" through the dense space.

It is noteworthy that the witch also deforms everyday life (real) space. With the advent of the old healer (Baba-Yaga), the space of the house is

also deformed – suddenly the phantom of Ivas appeared, which “became all bloody from head to foot and lit up the whole room with a red glow” [1].

### 6. Classical chronotopical motives in Gogol’s short-story

The road chronotope in Gogol’s short-stories with mystical dominance (“St. John’s Eve”, “May Night, or the Drowned Maiden”, “The Lost Letter”, “Christmas Eve”, “A Terrible Vengeance”, “A Bewitched Place”, “Viy”) leads the hero to evil spirits, “transfers” him into another world subject to demonic forces, smoothly flows into mystical or fantastic chronotope. Accordingly, the motive of the road in such works is certainly associated with trials, adventures, troubles, and fear.

In Russian literature, the space of the tavern, inn, barrel shop, public house by the road often acts as a platform for conflict and tragic events. Yu. V. Vetchinkina noticed that the most important sign of a tavern locus is the tendency of its visitors to sinful acts [4, p. 255]. In Gogol’s short-story “St. John’s Eve”, as well as in “The Lost Letter” and “Viy”, the mystical chronotope is preceded by the motive of meeting in a tavern. In “St. John’s Eve”, the tavern is located in remote space – outside the hamlet, on Oposhnyanskaya Road. It is not without reason that subsequently evil forces have completely seized this space. Petrus came there late at night, in the midst of evil spirits’ tricks. The unity of mystical time and “unclean” space is enhanced by calendar time – the hero finds himself in a tavern on St. John’s Eve. Such merging of temporal and spatial coordinates led to tragic consequences – to filicide, Petrus Bezrodnyi’s insanity and his death. It is noteworthy that Gogol’s story ends with the mentioning of this demonic, “unclean” tavern.

The tavern chronotope in Gogol’s Ukrainian tales is presented by the author as “an unclean place”, “a cursed place” (as, for example, at the end of the short-story “St. John’s Eve”). However, it is at the same time the locus of temptation, within which not only the devil/ dickens/ witch appears, but also a contact / deal with the human hero is made. Examples of such a plot usage of the tavern chronotope can be found in Gogol’s tales “Sorochintsi Fair”, “St. John’s Eve”, “The Lost Letter”, “A Bewitched Place”, “Viy”. Yu. V. Vetchinkina fairly indicates that in the “Evenings on a Farm Near Dikanka” the tavern is endowed with the status of boundary space and serves as a place of contact between the demonic and everyday worlds [4, p. 255].

The fairy-tale image of the fern in the story is closely connected with the locus of the treasure chest, which is located on the demonic vertical – underground. The mystical space, subject to Basavriuk and the witch, stretches vertically down. In this fragment of the text, the author uses the mirror-world motive – the underground possessions of evil spirits are clearly, nice and neatly visible to Petrus and his accomplices as if through glass: “blue flame burst from the ground; its whole inside lit up and looked as if it were molded from crystal; and everything under the ground became visible as in the palm of your hand” [1].

From the point of view of V. Sh. Krivonos, Gogol often uses the principle of personification of the border, developed in folklore, in the image of a creature, object or place [12, p. 135]. So, it is gold that is such a moral and ethical border between the human and demonic (mystical) worlds in the short-story “St. John’s Eve”. In particular, the border is personified in the image of the Basavriuk the tempter, who encourages Petrus Bezrodnyi to cross the invisible line between the righteous and the sinful.

The motive of metamorphosis is also associated with the mystical space-time in the story: the transformation of the witch Baba Yaga into a dog and a cat, Petrus Bezrodnyi – into a madman and a heap of ash, gold into shards, a tavern on Oposhnyanskaya Road – into a “resident evil”, etc. The motive of metamorphosis is also manifested in the tragic denouement of the story. “The means obtained with the help of the devil unilaterally materialized and became the antithesis of the goal, replaced it, and the target object underwent spiritualization”, writes M. Ya. Vajskopf [3, p. 98]. This leads to the situation when rich Petrus forgets Pidorka and becomes an avid gold-keeper. What was originally a means of gaining happiness replaces this very happiness (in the person of Petrus’s young wife).

An important element of the mystical chronotope, along with the motive of metamorphosis, is also the trial motif. N. O. Osipova claims that Gogol’s heroes on their way “overcome a lot of obstacles, the main among which are they themselves” [15, p. 224].

Returning home, Petrus fell asleep. The dream motive is not accidental in the context of the work. Typically, this motive is used in literature to provide the hero with the opportunity to move into another dimension. In Gogol’s short-story, on the contrary, Petrus through a dream returns from fantastic, diabolical space to everyday life. Using the dream motive, the

author separates real events from unreal ones. Petrus woke up only on the third day after the events of Midsummer Night. The magic number three also emphasizes the metamorphoses that occurred with the hero.

Gogol's chronotopes often act as a text-forming category. So, for example, the spatial image of the table performs an important function in the story. It was exactly the table that triggered the memoirs of Foma Grigorievich's recollections.

The artistic chronology of this story is also very symbolic: the movement from wedding, joy, to melancholy and despondency, from summer flowering to spring sadness – the hero's emotions "fade" and "darken" with "decreasing" of time. Less than a month after the wedding passed as Petrus changed. The hero's consciousness again and again returned to St. John's Eve – he "dropped out" of real time and space: ordinary life went "past" him. So the summer, autumn, winter passed. Such temporary discreteness serves as a powerful means of psychologism and dynamizing of the plot. Stressful plot time is replaced by measured calendar time. But calendar time only exacerbated Petrus's disease. The author describes how quickly summer and autumn flashed in the agricultural concerns for the villagers, and Petro "thinks all about one thing". While other people's lives flow peacefully, Petro lives in his subjective, closed time, which revolves around the events of July night and torments him.

Almost a year passed between the events of July night and the second meeting with Baba-Yaga. But the events of these months are not shown in the text of the story. Instead, the author focuses on the mental state of Petrus and the feelings of Pidorka. The time interval enhances the sad mood and prepares a tragic ending.

### **7. Conclusions and offers**

So, spatio-temporal parameters, skillfully and productively used by N. V. Gogol, play a big role in the implementation of the author's intentions and, accordingly, in the reader's perception of the short-story "St. John's Eve". The unravelling of the plot action within the framework of mystical time, mystical space and mystical chronotope enhances the effect of the tragic ending of the short-story.

However, the combination of unreal, fantastic and real, everyday time plays an important role in the construction of the story. The author empha-

sizes that unreal events are a thing of the past. In the finale of the story, the unreal chronotope is replaced by the real one, since the time of a fairy tale is a deliberately conditional past, fictional time and a space of unprecedentedness. There is no place for fairy-tale time and space in the measured, prosaic life of the church sexton.

The title of the short-story emphasizes its temporal features. “St. John’s Eve” is special time, the intensity of which coincides with the extreme saturation of the space where the fern grows. This time is characterized by complex and implicit fluctuations, changes, length, speed and perception of it by the hero. St. John’s Eve is unreal, fairy-tale, fantastic, mythological, calendar, daily, cyclic, moving and still time at the same time. Among the spatial coordinates, we should mention the Oposhnyanskaya Road, Dikanka Church, the hamlet “maybe no more than a hundred paces from Dikanka”, the Bear’s Ravine.

Among the chronotopic motifs and images in the story, the tavern chronotope, the loci of the tavern, table, ravine, forest, “a hut on chicken’s legs”, the motif of inaccessible treasure, the time of midnight on St. John’s Eve, house locus (enclosed space in which Petrus lives in his close time) deserve special attention.

The categories of literary time, literary space and chronotope are extremely important in the composition of the story and are plot-forming and character-creating elements of Gogol’s literary work. Therefore, the significance of these categories and their relationship with the plots of other stories in the spatio-temporal world model of Gogol’s “Evenings on a Farm near Dikanka” requires further study.

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**LINGUISTIC EMBODIMENT OF EMOTIONS  
IN PETER MAYLE'S NOVEL "HOTEL PASTIS"**

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**Abstract.** The article suggests the research of emotions in the German linguoculture. The relevance of choosing a topic is determined by the anthropocentric orientation of modern linguistics and the fragmentarity of special scientific papers. The etymology of the key term was covered, the specificity of "new images" of empirical material was considered, the lexical features of verbalization of the phenomenon were described, and the classification of emotions by sign was presented. The subject of the research is the paradigm of emotions of the post-modern literary text, which was translated from English into German in 2003 by a group of translators. The foundations of the methodological basis of the research are the linguistics of emotions, which integrates the ideas and achievements of the modern psychology of emotions (C. E. Izard), psycholinguistics, lexical semantics, communicative linguistics and text emotiology. A number of general scientific and linguistic methods, namely hypothetical-deductive, logical-semantic, semantic, contextual, interpretative-textual, descriptive method, were used during the research. The aim of the article is to analyze the corpus of emotions in Peter Mail's novel "Hotel Pastis". The outlined aim led to the solution of specific tasks, including the identification of the lexical embodiment of emotions, defining the paradigm of emotions and their classification by the qualitative characteristic of the individual's attitude to the effects that they experience through their needs, interests, states of mind. It is proved that the personality's emotional potential is subjective, intimate, open, changeable, combining the real and the ideal. The real is based on a certain intimate experience, the ideal appeals to the image of a certain emotion. It was found that the emotions of the post-modern translated literature are multifaceted and distinctive. It was

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revealed that the notion “emotion” comes from the French term, taking into account the nature of the inner (spiritual and mental) world of a person, formation of which correlates with the surrounding and imaginary world, differentiated within the national tradition (French, German, American). Representative experiences were systematized through the classification of emotions and manifested through positive, negative, neutral, indeterminate, imaginary and combined (emotional patterns) emotions. Negative emotions with their variants and combined emotions are dominating. Among the negative emotions, the emotion of contempt and the emotion of emptiness are the “strongest”. The mediators of these emotions are anger as a variant of the emotion of rage and depression as for the emotion of grief. The leading emotion of the emotional pattern is joy. The position of the emotion of joy within the emotional pattern is dual: it precedes another emotion (surprise, interest, grief, fear) or is their consequence (surprise, fear, disgust, grief, unagitation), the semantics is grading: from minimal value to neutral, morphological, comparative, maximal one. The emergence of emotions and their variants is determined implicitly by the type of subject or communicative situation. Lexical means of realization of emotions and their variants are traditional: a word, a free word-group/a constant collocation, a cliché; compositional speech forms of realization of emotions and their variants are static: speech (monological, dialogical, polylogical) and description (a report on somatic and physiological changes in the human organism).

### 1. Introduction

Analyzing emotions in fiction, researchers emphasize their ambiguity, complexity, variability, diversity [9; 11; 14; 17]. Such a broad characteristic of the phenomenon can be explained, on the one hand, by the specificity of the personality’s transcoding psychological information into spiritual one, on the other hand, by the combination of different worldviews: scientific and aesthetic, mediated by the experiences, emotions, author’s feelings [8]. Psychological information is a collection of knowledge about the psyche of a human or a superior being [7, p. 147], spiritual one is about a positive moral and ethical “exemplary” state of linguistic community development [7, p. 48]. These varieties of knowledge should not only correspond to the knowledge of the linguistic kind [6, p. 65], but also go beyond their

limits, that is, satisfy the cultural needs and interests of the author and the addressee of a certain chronological dimension. With regard to worldview, its interpretation in the linguistic sphere appeals to the system of “views of life, nature and society”, “understanding the world”, views, beliefs and the conception [4, p. 254]. Scientific worldview synthesizes proper authentic knowledge about a certain branch of a person’s commercial activity, in particular about emotions of the mental category, aesthetic worldview covers pre-scientific, scientific and encyclopedic knowledge about the outer world, examines all this knowledge through the prism of aesthetic evaluation with the scale “good – not good” and transforms them into the writer’s aesthetic ideal which is embodied in the work of fiction. The reconstruction of emotions in fiction is **relevant**, because it enables not only getting involved in the emotional sphere of the author and their characters, but also highlighting their most important thoughts about the emotiogenic situation.

**The aim** of our scientific exploration is to analyze the corpus of emotions in Peter Mail’s novel “Hotel Patis”, translated into German (2003).

**The research objectives** consist in identifying the lexical embodiment of emotions, defining their paradigm and classifying by sign of emotion.

**The methodological basis** of the research is built on the linguistics of emotions, which integrates the ideas and achievements of the psychology of emotions (C. E. Izard), psycholinguistics (V. von Humboldt, O. O. Zalievska, O. O. Potebnia), lexical semantics (Yu. D. Apresian, M. V. Hamziuk, N. V. Romanova), communicative linguistics (F. S. Batsevych, H. I. Prykhodko, V. I. Shakhovskiy) and text emotiology (O. E. Filimonova, V. I. Shakhovskiy). A number of general scientific and special linguistic methods with a set of research techniques such as the hypothetical-deductive, logical-semantic, semantic, contextual, interpretative-textual, and descriptive method, were used during the research.

## 2. The notion of “emotion” in the German linguoculture

The interpretation of the notion “emotion” depends on the methodology and the subject of the research [10, p. 88], as well as on national scientific traditions [2, p. 17].

In the modern German language, there are two lexical items to indicate emotions: *Emotion* and *Gefühl*. The word *Emotion* was borrowed in the middle of the seventeenth century from the French language as a philosophi-

cal term by R. Descartes, who differentiated the passions and emotions of a person [12, p. 4; 13, p. 11-12], *Gefühl* is the result of the word-formation of the ethnicity's puristic activity.

It should be emphasized, that over the course of 4.5 centuries, the analyzed elements have been determinologized and become common linguistic units with basic and derivative meaning. In particular, the derivative of feminine gender *Emotion* has the homogeneous meaning of “*Gefühl-sregung* (emotion), *Gemütsbewegung* (emotional experience, emotion), *Erregung* (agitation, excitement)”, derivative of neuter gender *Gefühl* is heterogeneous, detailed in three planes: physical “**1** *Wahrnehmung durch den Tastsinn* (touch)”, psychic “**2** *innere Regung, seelische Empfindung* (emotion, feeling)”, cognitive “**3** *Ahnung, ungenaues Wissen* (preperception, inaccurate knowledge)” [20, p. 297, 398; 3, p. 266, 274, 217, 34, 711].

According to the above definitions, the most important feature of an emotion is **movement**. We formally distinguish such varieties of movement as: psychological (*Gemütsbewegung*), psychic (*Gefühlsregung, Erregung, innere Regung, seelische Empfindung*), physical (*Wahrnehmung durch den Tastsinn*), and mental (*Ahnung, ungenaues Wissen*). The **psychological** movement is closely related to the spiritual and sensual life of a person (*Gemüt*), the **psychic** movement is identical to the displacement of emotional energy within a living organism (*Gefühl, innere, seelische*), the **physical** movement is equivalent to a contact of the upper extremities (fingers) with objects of the outside world (*Tastsinn*), the **mental** movement is an element of the peripheral part of the conceptual sphere, which is open and serves as a source of forming new concepts (*ungenau*). Each of these types of movement is accompanied by a certain type of evaluation: psychological movement is correlated with the **affective** evaluation (scale “good – bad”), psychic – with **emotional** evaluation (scale “positive – negative”), physical – with **modular** evaluation (scale “pleasant – unpleasant”), mental – with **utilitarian** one (scale “approvingly – disapprovingly”). Thus, we can conclude that the notion of “emotion” is relatively new (mid-XVII century), alien (the French mentality), multicultural (France, Germany), polyconceptual within the framework of philosophical scientific knowledge (according to R. Descartes, emotion is a spiritual phenomenon, according to G. V. Leibnitz – intellectual one), multifunctional (philosophical term, common word), monosemic (psychological category) and at the same time polysemic (physical, psychic, cognitive categories).

### 3. Specificity of the images in P. Mail's novel "Hotel Pastis"

Observation of the factual content shows [19] that the topic of emotions is not a goal in itself. It serves rather as a background for illuminating the intimate relations of the industrial and domestic spheres, a mechanism of internal changes in the personality of another (German, Arab) culture and the intercultural harmonization of feelings, emotional experiences of the main characters in the novel – an Englishman, Simon Shaw, and a French woman, named Nicole Bouvier, and at the same time it puts emphasis on the image of a "new English woman" – an emancipated woman who rules over her husband, is strong-willed, ironic, aggressive, jealous (Caroline Shaw). The image of a "new man" who represents "his" ethnicity is also added here. It is a "positive image" of an Englishman and a "negative image" of a Frenchman.

The "Englishman" makes a brilliant career (Ernest), becomes an integral part of his boss's family, runs his household gladly, always has the "perfect" look (Ern), is interested in fashion, is an aesthete, a gourmet, sociable, sincere, easily adaptable to the environment (Ernie). However, it is impossible to call him a "gentleman" because he is impulsive, likes alcohol, neglects a woman as a biological and social being, is ironic, and ultimately, has no sophisticated manners.

The "Frenchman" is a man with a criminal background, loyal to his friendship, but indifferent to his family and loved ones. This image is complicated by childlessness, deviant behavior, unsanitary living conditions, personal hygiene, more precisely, its absence, unhealthy nutrition, "voluntary unemployment".

The Frenchman resembles a "big child" who believes in miracles, "easy money" – he plays the lottery, has no complexes in his appearance, manner of speech or behaviour, he is not depressed by the remorse (Jojo). The coincidence of the notions of "childhood" and "justice" is obvious. In a civilized country, as far as is known, a child is not punished but protected, looked after, and loved.

The "child" has a "father", a "mentor", an "advisor", who is known in the antisocial circles as the "big man" under the name *General*. The child dreams of praise, so he devises a bold plan to attack a bank in a neighboring town, shares this idea with his "father" and successfully puts it into action. Thus, a "child" "becomes adult", "grows up", goes as high as the status of a "father", becomes a qualitative measure of the relationship between

“rich” and “poor”, “clever” and “foolish”, “ambitious” and “unambitious”, “active” and “passive”, a “leading role” and a “secondary one”.

Despite their polarity, the images of “new ethnic men” share a common trait – a love of adrenaline. This love inspires actions that have different consequences. For example, Ernest makes his way from a car mechanic to a manager of a hotel “Pastis”, Jojo becomes a millionaire in a straw hat, a new t-shirt with a *Vivent les Vacances!* printing on the front! (Long live the holidays!), blue jeans, and with a backpack stuffed with the money, stolen and “earned” through the sale of a hostage – a foreign (American) schoolboy. In the foreground, there is a “new feature” of the “new Frenchman” – combining, resonating, layering, mixing the “renewed existence” through aesthetics, economics, (ethno)psychology, technological progress, philosophy and biology. With his partners in crime (eight people), Jojo goes to Spain by a comfortable “archaic (running on diesel) orange-brown tourist bus. He considers Spain to be a symbol of freedom of travelling by air, as a centre of vertical-horizontal orientation, as a starting point for material connection with the ideal/heavenly world *Und vom Flughafen in Madrid konnte man überall hinkommen* [19, p. 434].

Colours become symbolic too: the blue colour represents sacredness and power, the orange colour directs to the unreligious things and force of nature (fire), the brown colour actualizes social and antisocial, psychological and biological, ethical and cultural [18, p. 191-192, 146, 157-158]. A similar contrast is the highlight of the whole novel. The author contrasts irony and seriousness, hatred and love, aesthetics and ugliness, disrespect for a human and admiration for nature, intelligence and stupidity, lifestyles of rural and urban residents, law and crime, reality and irreality, etc. This contrasting effect “sheds light” on the writer’s work, brings the author closer to the reader, makes them part of the general world, encourages the addressee to question artistic values in different cultural systems (English, French, American).

Due to the volume of the article, we do not suggest the study of these oppositions. They may be a prospect for future research.

#### 4. Lexical features of the verbalization of emotions

It is proved that not only the cognitive activity of a person (R. O. Buda-hov, V. V. Vynohradov), but also its emotional potential (N. V. Romanova, P. A. Selihei) is depicted in the vocabulary. We distinguish the diversity of

the vocabulary layers, including the **affective** vocabulary that nominates emotions and their variants (*Ärgerliche, staunend, verabscheuen*), the **emotional** vocabulary expresses emotions and their variants (*dürr, todschick, bombardieren*), the **stylistically coloured** vocabulary demonstrates functional yield of emotions and their variants (*dreckstarrend, Scheiß, Scheißhotel*), the **foreign language** vocabulary extends the original emotions and their variants or “enriches” (the French language) (“*Zu Beginn eine salade tiede, dachte ich mir, mit ein paar Streifen foie gras, und dann Ihr Leibgericht.*” [19, p. 21], (the English language) (“*LET’S ... GET IT ON ... OOOOOOH, LET’S GET IT ON...*” [19, p. 107]); at the same time, it is appropriate to point out that foreign language elements (French) are grouped in “*Glossar*” in alphabetical order and italicized [19, p. 451-463]; English characters are represented by spelling: capital letters “*COME ON COME ON COME ON...*”, lowercase letters *okay*, capital letters + lowercase letters *Rubber House*, orthography *Scotch Whisky, Mr. Ziegler*, type – italics *Horse and Hound*), the **synsemantic** vocabulary adds and deepens the meaning of emotions and their variants (*Sie wiederum haßte ihn, weil sie ihn nicht loswerden konnte* [19, p. 11]), free **word-groups/constant collocations** with affective meaning expressively colour and individualize emotions and their variants (*die Nase rümpfen, Ahs und Ohs hauchen, unter seine Fittiche nehmen*), affective **clichés** condense the culture of emotions (*armer Liebling, mein Lieber; meine Liebe*), **diminutives** (emotionally) evaluate the outside world (*Schmuckkästchen, Kerlchen, Päckchen*), **kinesives** describe the physiology of emotions and their variants (*Ernest warf einen Blick auf einen Notizblock neben dem Telefon, Mit hochgezogenen Augenbrauen und leicht geschürzten Lippen nahm Ernest den Hörer ab* [19, p. 13]), **affectives** reflect emotions and their variants (“*Was hat sie gesagt?*” / “*Ach, nur das übliche Heulen und Zähneknirschen.*” [19, p. 15], “*Ich werde sehen, ob Mr. Wilkinson abkömmlich ist.*” / *Du lieber Himmel. Zuerst eine taube Nuß am Telefon, und jetzt war er auch noch gezwungen, sich Ravels Bole-ro anzuhören, bis sich Wilkinson entschieden hatte, ob er nun abkömmlich war oder nicht* [19, p. 17] (hereinafter graphic selection emphasized by the author. – N. R.)), **connotatives** synthesize emotions and logical and subject meaning (“*Wie ich sehe, fühlen wir uns heute abend als Bohemien. Als richtiger Streuner, stimmt’s?*” [19, p. 24]), **occasionalisms** represent the emotional potential of speakers (*Scheißkerl, Gummibaron(e), Werbebeß*



*texter, Latex-Bestellungen, Hintergrundinformationen, Präsentationsmappe*), **anomalies** simulate emotions and their variants (*Guten-Morgen-Gruß, Cash-flow-Probleme, Joghurt-Kundschaft, Agentur-Kunden-Verhältnis, Gault-Millau-Restaurantführer, Full-time-Job*), **shortenings** of a) compound words (complete: “*Das ist Ihr Markt, Kino und MTV. Und alles andere knüpft daran an – Polster, Produktplatzierung, Radio, T-Shirts – können wir jetzt bitte die Dias sehen, Terry?*” [19, p. 108]; incomplete: *Kfz-Werkstat, JFK-Flughafen*), b) archaisms (*Schampus* from *Champagner*), c) borrowed words (*Pulli* from English *Pullover*) deform emotions, proper names that indicate the emotional feature of the name bearer (*Jojo*) or the emotional behavior of the latter (*Ern* = Ernest “seriousness” [21, p. 155-156; 3, p. 217]) identify emotions and their variants.

The above examples illustrate that human emotions perform certain functions, such as the evaluation function, the signal function, the regulatory function, the stimulation function. Among these functions, the function of evaluation is basic, because it allows a person not only to highlight the essential and important for the nomination of an object, phenomenon, event, but also to adapt the nomination to “their” or “alien” norm, to create new values, to organize cognitive or spiritual activities, to qualify “their” and “alien” linguistic knowledge, to analyze objective and subjective linguistic experience, to differentiate between “successful” and “unsuccessful” ways of existence, etc.

The studied emotions can be qualified by the sign: positive, negative, neutral, indeterminate, imaginary, combined. **Positive** emotions are relevant to the positive attitude of the author or their characters to objects, events, phenomena, situations of objective or imaginary reality, **negative** emotions are antonymic to positive emotions, **indeterminate** emotions represent “blurred” or undefined attitude of the subject to the outside (real or irreal) world, **imaginary** or potential emotions appear as a result of forming conditional connections within the emotiogenic situation, **combined** emotions are identical to the emotional patterns, which are understood as the combination of two or more “basic emotions, which, in certain conditions, are unfolding simultaneously or in a certain sequence, and which interact with each other” through “motivational impact on the individual and his behaviour” [1, p. 69].

In the focus of the theory of differential emotions (C. E. Izard), positive emotions are the emotion of interest, the emotion of joy, the emotion of

surprise, the emotion of shame, the emotion of guilt; the negative ones are: the emotion of grief, the emotion of rage, the emotion of disgust, the emotion of contempt, the emotion of fear – these are all ten basic emotions [1, p. 20, 55].

It should be noted that the empirical register of emotions and the theoretical one do not coincide. We see the difference in the nature of the phenomenon. It is about basic and secondary emotions. Secondary emotions are derived from basic emotions, thought of as social, cultural and artistic. In a broad sense, social emotions are the psychological response of a person to the outside world, cultural emotions are the social and psychological reaction to the culture of ethnicity, artistic emotions are the spiritual reception to the image of the outer world. The image of the outside world is defined, according to N. P. Tropina, as “a reflection of the basic cultural constants, social stereotypes, cognitive schemes, elements of the CPW in the collective consciousness and in the collective unconsciousness of the ethnos” [15, p. 223-224]. We think that the abbreviation CPW denotes a conceptual (notional) picture of the world, which is interpreted as a set of scientific and non-scientific (pre-scientific, “naive”) knowledge of humanity about the outer world [5, p. 110-120]. We do not aim here to find a dividing line between basic and secondary emotions, as well as between the author’s emotions and the characters’ emotions. The classification given below is conditional and open-ended, as it is based on an integrated approach that enables us to comprehend and combine different scientific views on emotions in a literary text.

## 5. The classification of emotions by sign

### 5.1. Positive emotions and their variants

With the help of the selection method, about 15 positive emotions and their variants were recorded during the research: 1) **surprise** *Carolines Freundinnen – diese dürren, todschicken Freundinnen, die sich ausschließlich von Salat und einen gelegentlichen verruchten Glas trockenen Weißweins ernährten – hatten angesichts des Hauses staunend ihre Ahs und Ohs gehaucht* [19, p. 10]; 2) **apology** *Sie entschuldigen bitte, dass ich so frank du frei sage, aber die City ist im Moment ein wenig beunruhigt, was den Werbesektor betrifft* [19, p. 18]; 3) **joy** *Die Scheidung bekam*

Ernest offensichtlich ausgezeichnet; er war sichtlich fröhlicher; seit Caroline das Haus verlassen hatte [19, p. 21]; 4) **amusement** “Lehnen Sie sich zurück und genießen Sie es. Dazu sind Versuchungen da.” [19, p. 28]; 5) **compassion** Der General zeigte Mitgefühl, ein Mitgefühl, das vor allem Erleichterung darüber war, daß es anderen noch schlechter ging als einem selbst [19, p. 31]; 6) **trust** Da Jordan eine Enthüllung vermutete, beugte er sich vor, und Simons Tonfall wurde vertraulich [19, p. 43]; 7) **friendship** Sie hatten sich kennengelernt, als Simon die Aktienmehrheit von Murats Agentur erworben hatte, und die Geschäftsverbindung hatte sich zu einer Freundschaft gewandelt [19, p. 48]; 8) **delight** Seine Augen sprühten vor Begeisterung, was teilweise auf die zuvor eilig in der Toilette geschnupft Prise Kokain zurückzuführen war [19, p. 103]; 9) **satisfaction**

9.1 metaphorical Immer wieder wurde Gelächter laut; dies war ein Ort des Vergnügens [19, c. 50]; 9.2 natural (“Doch so angenehm es im Tresorraum auch sein mag, wir müssen ihn verlassen.” [19, p. 58]; 9.3 social Und zwischen den Bissen eine Lektion in diesem speziellen Akzent – teils Französisch, teils unverständliches Zeug, unterbrochen von dem bellegenden Gelächter Mamans und dem Kichern des Mädchens, die offensichtlich Vergnügen fanden an den verzweifelten Versuchen Simons, den polternden und genäselten Lauten der immer schneller werdenden Reden Bonettos zu folgen [19, p. 75]; 9.4 psychic Sie schob ihr Haar zurück und spürte, wie eine angenehme Erregung sie durchströmte [19, p. 131]; 10) **interest** Simon bestellte bei dem Mädchen, das Nicoles Kleid mit unverhohlenem Interesse musterte, Getränke [19, p. 92]; 11) **gratitude** Da eilte einer von den Werbeleuten mit vor der Brust baumelnder Sonnenbrille auf Simon zu. / “Alles klar, wir haben sie gefunden.” / Simons Kopfschmerzen ließen ein wenig nach. “Na, Gott sei Dank. Wo ist sie?” / “Unter diesem großen Tisch im Restaurant.” [19, p. 324]; 12) **relief** Ein junges Pärchen, das in der Dunkelheit zu der von der place herübertönenden Musik tanzte, eilte in den Schutz des Lichtes davon, als es die sieben Männer auf sich zukommen sah. / “Voilà”, meinte Jojo erleichtert. “Da ist er, wie er gesagt hat.” [19, p. 374]; 13) **hope** Hoffnungsvoll blickte er in die Runde, auf der Suche nach einem Anzeichen, daß sie ihn verstanden [19, p. 392]; 14) **love** Jetzt kam das, was er am meisten liebte, der künstlerische Teil sozusagen, nämlich die Dosis exakt so zu bestimmen, daß nicht gleich das ganze Haus über ihnen zusammenstürzte [19, p. 377].

### 5.2. Negative emotions and their variants

Negative emotions and their variants occur relatively more often than positive ones – in general there are 20 registers of them: 1) **contempt** *Doch sobald sie allein waren, stieß sie zwischen schmalen Lippen stichelnde Bemerkungen über seine Abwesenheit hervor, über seine Müdigkeit, sein Aufgehen in der Arbeit, die Vernachlässigung – ja, es gab kein anderes Wort dafür: die Vernachlässigung ihrer Person* [19, p. 10]; 2) **hatred** *Ernest mißbilligte ihre Verschwendungssucht, ihre gesellschaftlichen Ambitionen und ihre absolut mangelhaften Fähigkeiten als Hausfrau. Sie wiederum haßte ihn, weil sie ihn nicht loswerden konnte* [19, p. 11]; 3) **rage** *Wilkinson Tonfall wurde reserviert, und mit jeder Herablassung, mit der Männer von Fach einem Streit aus dem Weg zu gehen pflegen, sagte er: “Ich bin davon überzeugt, daß man in der City durchaus etwas von der Werbebranche versteht. Mehr Besonnenheit und weniger Wunschenken wären also angebracht.” / “So eine Scheiße!” Simon knallte den Hörer auf die Gabel, dabei fiel Zigarrenasche auf seine Hose* [19, p. 19]; 4) **disgust** *“Eng und aus Plastik. Genau das Richtigste für einen Zwerg ohne jeden Geschmack, der Kochen zutiefst verabscheut. Die Maklerin war ungeheuer stolz darauf* [19, p. 26]; 5) **boredom** *“Ich kenne Sie. Alle fünf Minuten unterwegs nach Neu York oder Paris oder Düsseldorf. Immer nur in Eile, Probleme mit der Zeitumstellung und schlechte Laune. Und wenn Sie in London sind, jagt eine langweilige Sitzung sie nächste.”* [19, p. 26]; 6) **fear** *Simon sah das Erschrecken auf den Gesichtern der Frauen, als die mehrere tausend Dollar teuren Chinchillas beiläufig von einem Ober eingesammelt und auf das Garderobenregal hinter ihrem Tisch geworfen wurden* [19, p. 48]; 7) **guilt** *Willkommen in England. Sie schauderte und fühlte sich grundlos schuldig. In Frankreich hätte sie den Mund aufgemacht und eine Erklärung verlangt; doch hier, als Fremde, noch dazu mit ihrem Englisch, war sie zu unsicher, um sich bei dem Mann mit dem grobschlächtigen roten Gesicht und dem feindseligen Blick zu beschweren* [19, p. 127]; 8) **grief** *Sie schwieg, das Kinn auf eine Hand gestützt, und sah ihn prüfend an – ein müdes Gesicht, dachte sie, mit zerfurchter Stirn und einem Anflug von Grau in einer Augenbraue – und traurig* [19, p. 139]; 9) **anger** *Als er Crouchs Stimme hörte, blickte sich Simon, der an der Bar stand, um, erkannte das böartige Gesicht und wandte sich wieder seinem Glas zu* [19, p. 339]; 10) **depression** *Der Rauch aus seiner Zigarette kräuselte sich, und Enrico saß starr*

*und unbeweglich da* [19, p. 353]; 11) **hysterics** *“Ich habe es aufgegeben, ernst zu sein. Ich habe einen geistesgestörten Onkel, der mich ständig um Taschengeld anpumpt, nebenan wohnt eine hysterische alte Dame, deren Mann Tag und Nacht auf der Leiter steht, und jetzt will mein neuer Freund Enrico das Hotel in ein Jagdrevier für die Mafia umwandeln.”* [19, p. 356]; 12) **loneliness** *Ist es dir noch nicht aufgefallen, daß wir kaum noch einmal allein sind?* [19, p. 357]; 13) **shock** *Der Schock des kalten Wassers zwischen den Beinen, glitschige, kantige Steine unter den Füßen, dann der Sprung in die Schwärze des Kanals* [19, p. 376]; 14) **doubt** *Das Adrenalin war verbraucht, und nun machte sich Ungeduld breit – und diese schleichenden Zweifel, die nicht weichen wollten* [19, p. 385]; 15) **physical pain** *Knirschendes Metall, als ein Pedal an einer Tür entlangschrammte, ein Fluch des Schmerzes, als einer vor Panik zu schnell aufsprang und sich die Spitze des Sattels in die Hoden rammte, hektisches Gefummle, als sie versuchten, die Füße in die Rennhaken zu schieben* [19, p. 387-388]; 16) **tension** *Vor Spannung zitternd, quetschten sie sich in der Ecke zusammen; ein banges Schaudern durchfuhr sie wie eine kalte Brise* [19, p. 387]; 17) **disappointment** *Aber er kam nicht, und als Ernest ihr sagte wie hübsch sie aussehe, zuckte sie nur enttäuscht die Achseln* [19, p. 395]; 18) **tiredness** *Er schwebte wie af Wolken vor Müdigkeit, konnte aber nicht schlafen und spürte, daß er immer reizbarer wurde* [19, p. 409]; 19) **danger** *Der General stand da und beobachtete, wie der große Wagen losfuhr, und mit dem Verschwinden der unmittelbaren Bedrohung, die Enrico verkörperte, wichen Angst und Schrecken, und Wut stieg in ihm auf* [19, p. 420]; 20) **emptiness** *Doch ihm war schwindelig vor nervöser Erschöpfung, und er spürte eine plötzliche Leere in sich* [19, p. 431].

### 5.3. Neutral emotions

Neutral emotions, represented by **calmness** that corresponds to a state of “psychophysiological and mental equilibrium” [16, p. 201-202], are the least presentable in the revealed paradigm *Jojos Herz beruhigte sich wieder, als er ausatmete und die Schultern locker ließ* [19, p. 375].

### 5.4. Indeterminate emotions

Indeterminate emotions deny a certain experience through the prism of evaluation without being an antonym, for example, **unsurprise** *Sein Lei*

*ben bestand darin, Menschen in geschlossenen Räumen gegenüberzusitzen, Angestellte zu hätscheln, Kunden zu schmeicheln, die Wilkinson und Vorstandssitzungen und Wirtschaftsjournalisten zu ertragen. Eigentlich kein Wunder, daß Caroline das nicht hatte mitmachen wollen* [19, p. 19-20].

The emotion of unsurprise is marked by the word combination *kein Wunder*, the primal semantics of which is conditioned by the lack of both curiosity and the woman's desire to share the professional interests of the man. It is experimentally proved that the occurrence of a certain emotion is determined by external or internal factors. External factors activating the emotion of surprise include: an unexpected, sudden event – a thunderstorm, fireworks flash or a sudden appearance of a friend; internal activators are associated with the individual's memories of the corresponding emotiogenic situation [1, p. 190, 192].

The above external and internal factors do not actually have anything in common with the investigated emotiogenic situation. With certain reservations, it can be assumed that the emotion of unsurprise characterizes a high degree of emotional resistance to the emotional stimuli or indicates apathy as one of the psychological characteristics of an emancipated woman.

The emotion of **ungrief** is interpreted due to the divorce of spouses "*Auf fröhliche Zeiten, mein Lieber. Sie bedauern es nicht, hier wegzugehen, oder? Sie haben sich hier doch nie so recht zu Hause gefühlt.*" [19, p. 22]. The reason for divorce is banal – "different views of life". Such an interpretation shows that there was no real love between a man and a woman, there was a workplace romance, a passion that temporarily colored the lovers' "gray life". The subject of passion for the woman was a status, and in the case of the man it was for sex. Both the woman and the man fell into the gravity field of the leading materialistic need. Having got what they wanted, they got bored and sought new experiences, new "favourite things". The complete elimination of the impediment from the emotional process is erroneous and illusory, since the formal dissolution of intimate relationships does not guarantee the education, formation and development of true feelings.

In general, this kind of emotions comprises eight positions: shamelessness, the emotion of unsurprise, the emotion of enjoy, the emotion of disinterest, the emotion of distrust, emotion of ungrrief, the emotion of unfear, the emotion of angerlessness. There are obvious shifts in the emotional sphere of the personality on gender and quantitative traits. The "new (emancipat-

ed) woman” understands the emotions of shame, joy and grief deeper than the “new man”, and the “new man” knows about the emotions of interest and rage better than the “new woman”. The quantitative trait is applied only to a man, his multiplicity, and implies a deeper awareness of the emotions of fear and faith.

### 5.5. Conditional emotions and their variants

The sign of conditional emotions and their variants intersects with the sign of direct emotions, in particular, positive ones 1) **interest** “*Ja, das würde mir gefallen. Die Henkersmahlzeit. Was würden Sie gern essen?*” / “*Ich habe noch schnell eine Flasche von dem dreiundsiebziger Petrus aus dem Keller geholt, bevor das auch noch alles verschwindet. Etwas, was dazu paßt.*” [19, p. 16]; 2) **joy** “*Ich habe eine copine – eine Freundin in London aus früheren Zeiten. Sie hat mich schon so oft eingeladen. Da könnte ich doch dein Auto mitbringen? Das wäre doch lustig, oder?*” [19, p. 116-117]; 3) **surprise** “*Ich war bei Bruno am Beauchamp Place – ein richtiger Goldschatz und schrecklich indiskret. Weißt du, sie sehen all die Narben vom Gesichtsliften, diese Friseure. Du wärst erstaunt, wenn du wüßtest, wer alles welche hat. Aber komm doch erst mal rein.*” [19, p. 129-130]; 4) **satisfaction** *Es wäre ihm ein großes Vergnügen, sagte er, Monsieur behilflich zu sein, falls er jemals ein Problem mit dem Hotel hätte, das zu dringlich oder zu delikats sei, um es der Polizei zu überlassen* [19, p. 323]; 5) **friendship** *Und viertes ... na ja, ich habe das Gefühl, wir würden gut miteinander auskommen* [19, p. 446]; negative ones 1) **rage** *Die Telefonistin hörte sich gelangweilt und ärgerlich an, als ob man sie beim Lackieren der Fingernägel und der Lektüre der Cosmopolitan gestört hätte* [19, p. 17]; 2) **guilt** *Nicole versuchte, eine schuldbewußte Miene aufzusetzen* [19, p. 131]; 3) **despair** *Er hatte vorgeschlagen, zuerst den Swimmingpool fertigzustellen, bevor man mit den Arbeiten am Haus begann. Auf diese Weise könnte man zu Beginn des Frühjahrs bereits mit der Gartengestaltung anfangen. Das war vernünftig, obwohl Simon sicher enttäuscht würde, wenn das Gebäude zu Weihnachten so unfertig wie zuvor war* [19, p. 217-218]; 4) **disgust** “*Und was ist mit Crouch?*” / *Nicole verzog das Gesicht, im Zwielflicht sah es aus, als ob sie einen unangenehmen Geruch wahrgenommen hätte* [19, p. 232]; 5) **agitation** *Lächelnd zog sie eine Schulter hoch, und Simon fragte sich, wie lange es dauern würde, bis sie unter den Kellnern für Unru-*

he sorgte [19, p. 312]; 6) **disappointment** *Der General gab sich alle Mühe, so zu tun, als sei er enttäuscht* [19, p. 419]; 7) **sadness** *Es wäre ausgesprochen traurig, wenn die Polizei die Namen auf diesen wunderbaren neuen Pässen suchen würde* [19, p. 419] and neutral ones **calmness** *Mathilde würde sich schon wieder beruhigen. Das hatte sie immer getan* [19, p. 385].

### 5.6. Combined emotions and their variants

Positive or/and negative emotions can be combined to form emotional patterns. Theoretically, their minimum number, as already mentioned, is equal to two emotions, the maximum one – to three emotions [1, p. 69, 411, 208, 265, 266], in fact, we also find emotional patterns with four emotions, including indeterminate and imaginary ones (see examples further). The combinations of two emotions appeal to the so-called “standard” patterns and their variants: 1) **surprise + joy** *Simon war überrascht, wie viel er verstand. Es war schon lange her, mehr als zwanzig Jahre, daß er sechs Monate als Kellner in Nizza gearbeitet hatte. Damals hatte er fließend Französisch gesprochen, oder zumindest gut genug, um sich seinen Lebensunterhalt zu verdienen, und er war froh, daß etwas davon hängengeblieben war* [19, p. 46]; 2) **joy + surprise** *In dem dunkelbraunen Wollkostüm kam ihr Haar, das von einem helleren Braun war, besser zur Geltung, und die Farbe ihrer Seidenbluse nahm das Hellblau ihrer Augen wieder auf. Simon stellte sich vor, daß sie wahrscheinlich einen anstrengenden Vormittag hinter sich hatte: zuerst die Qual der Wahl bei den Kleidern für den Lunch im San Lorenzo um drei, und dann noch ein längerer Friseurtermin. Zu seiner freudigen Überraschung stellte er fest, daß er sie überhaupt nicht mehr attraktiv fand* [19, c. 111-112]; 3) **grief + joy** *Mit einem wehmütigen Lächeln sah er auf die Armbanduhr und gab ein Zeichen, daß er zahlen wollte* [19, p. 93]; 4) **interest + joy** *“Ich muß jedoch sagen, daß Ihr Auftrag für uns besonders großem Interesse ist.” / Simon machte eine Pause und lächelte sieben ausdruckslose Gesichter an* [19, p. 101]; 5) **tension + hostility** *Sie sahen einander schweigend an. Carolines Miene war angespannt und feindselig* [19, p. 114]; 6) **joy + affliction/grief** *Simon hatte sich offenbar gefreut, von ihr zu hören. Schade, daß er nicht kommen konnte. In ihren Gedanken formte sich eine Idee, doch alles hing von einer Frage ab: Hatte er es wirklich ernst gemeint, als er sagte, er habe die Nase voll vom Werbgeschäft? Bei den Engländern konnte man ja nie wissen. Sie lachten und weinten gleich-*



zeitig [19, p. 117]; 7) **joy + interest** *Ein entschiedenes Nein wäre in den meisten Fällen wenigstens besser als dieses endlos zähe Wiederkäuen; dann wären wenigstens die Sitzungen kürzer. Aber er lächelte und nickte, gab sich interessiert und sagte «selbstverständlich», als ihm der oberste Gutmibaron mitteilte, der Ausschuß müsse sich zurückziehen und die Vorschläge der Agentur in allen Einzelheiten diskutiere; die durchaus interessanten Vorschläge machten weitere Sitzungen im Rubber House nötig, bevor man eine Entschuldigung von solcher Tragweite treffe, und, ja...also* [19, p. 110]; 8) **joy + fear** *Sie fand es etwas seltsam, daß sie sich so sehr darauf freute, ihn wiederzusehen. Als sie eine Berührung am Fußknöchel spürte, zuckte sie zusammen. Doch es war nur eine streunende Dorfkatze, die schnurrend und mit wie zum Gruß erhobenen Schwanz an ihr vorbeistrich* [19, p. 118]; 9) **fear + joy** *Es war rührend zu sehen, wie die Freude wieder in Ernests Gesicht zurückkehrte. Es hellte sich förmlich auf, und er seufzte lang und tief. Keine Spur mehr von Niedergeschlagenheit. Dann zwinkerte er mehrmals sehr schnell mit den Augenlidern und blies laut vernehmlich durch die Nase. "Nun", sagte er schließlich. "Ich glaube, ich nehme einen Sherry, wenn ich darf." [19, p. 192]; 10) **disgust + joy** *Simon brachte die Gläser und reichte eines davon Ern. "Sind Sie ganz sicher, daß Sie es machen wollen? Wirklich sicher?" "Was sollte ich denn tun, wenn Sie die Agentur verlassen? Den Chefhandlanger für seine Lordschaft Mr. Jordan spielen? Können Sie sich etwas Scheußliches vorstellen? Und ganz abgesehen davon: Das verspricht Spaß zu machen wie in den alten Tagen. Etwas Neues anfangen. Und Sie denken genauso, da bin ich sicher." [19, p. 195]; 11) **unagitation + joy** *"Mach dir keine Sorgen. Sie wird sich vielleicht beschweren, aber er sicher nicht. Es macht ihm mehr Spaß, als seine Rosen zu gießen." [19, p. 305]; 12) **imaginary relief + panic** *Harpers (+ a character similar to the Arabic script that cannot be technically rendered. – N. P.) Queen fiel vor Erleichterung beinahe in Ohnmacht, doch kurz darauf geriet sie erneut in Panik* [19, p. 324]; 13) **imaginary disappointment + interest** *Simon hatte tagelang immer wieder versucht, es zu umgehen, aber Jean-Louis hatte ihn mehr und mehr mit dunklen Andeutungen darauf hingewiesen, daß es ein Fehler wäre, Enrico zu enttäuschen, der am Erfolg des Hotels doch ein persönliches Interesse hatte* [19, p. 350]; 14) **disappointment + imaginary unjoy** *Simon gab sich Mühe, ein enttäuschtes Gesicht zu machen und schüttelte den Kopf, als ob er gerade eine höchst unerfreuli-****

*che Nachricht erhalten hätte* [19, p. 359]; 15) **tension + fear** *Vor Spannung zitternd, quetschten sie sich in der Ecke zusammen; ein banges Schaudern durchfuhr sie wie eine kalte Brise* [19, p. 387]; 16) **intense fear + intense rage** *Sie war zu entsetzt und zu wütend gewesen, um zu weinen, und als er ihr erklärt hatte, daß nichts schiefgehen könne, hatte sie ihn an das letzte Mal erinnert, wo angeblich auch nichts hatte schiefgehen können* [19, p. 371]; 17) **fear + delight** *Einer nach dem anderen hieften sie sich durch das Loch und sahen sich tropfend und nervös, doch voll stolzer Begeisterung im Raum um, während Fernand die Tresorfächer mit plastique zu behandeln begann* [19, p. 379]; 18) **torpor + panic** *Merkwürdigerweise fühlte er sich ganz ruhig, fast ein wenig fatalistisch, irgendwo zwischen Lähmung und Panik* [19, p. 426]; we consider combinations of four emotions to be “non-standard”: **delight + rage + sorrow + despair** *Sie hatte die Sache nicht gerade mit Begeisterung aufgenommen, arme alte Mathilde, und hinter ihrer unbeweglichen Miene verbargen sich Wut und Traurigkeit, ha beinahe Verzweiflung* [19, p. 371-372].

The above examples are dominated by the emotion of joy that interacts with both positive (surprise, interest), negative (grief, fear, disgust) and indeterminate (unagitation) emotions. In so doing, it “transforms” from the emotion of surprise, the emotion of grief, the emotion of fear, the emotion of disgust, the emotion of unagitation and at the same time serves as an activator of the emotion of surprise, the emotion of grief, the emotion of interest, the emotion of fear. The unfolding of the emotion of joy is conditioned by cognitive, social and mental processes, its “production” of other emotions based on socio-psychological, informational, imaginary-social and cultural factors.

The gradation of the emotion of joy was identified within the semantics of the emotional patterns analyzed above: minimal manifestation *war froh, Freude*, neutral *freudigen, Spaß machen*, morphological *Lächeln, lächelte*, comparative *macht mehr Spaß*, maximal or intense *lachten, sich so sehr freute*. The minimal manifestation of the emotion of joy is traced in the postposition to the emotion of surprise and the emotion of fear, the neutral manifestation is realized in the preposition to the emotion of surprise and in the postposition to the emotion of disgust, the morphological manifestation occurs in the postposition to the emotion of grief and in the preposition to the emotion of interest, the comparative manifestation is marked in the postposition to

the emotion of unagitation, the maximum manifestation is observed in the preposition to the emotion of grief and the emotion of fear. Therefore, the semantics of the emotion of joy are relatively symmetrical with respect to the semantics of the emotion of surprise, the emotion of fear, the emotion of grief, and asymmetric with respect to the semantics of the emotion of disgust, the emotion of interest, the emotion of unagitation. The symmetry in our research is defined as a mirror reflection of the position of emotion in the structure of the emotional pattern (post- and preposition), the asymmetry is understood as a positional shift (post-, preposition and preposition).

### 6. Conclusions

The results of the research lead to the following general conclusions:

1. The notion of “emotion” comes from the French term, comprises the nature of the inner (spiritual and mental) world of a person, the formation of which correlates with the surrounding and imaginary world, and is differentiated within the national tradition (French, German, American).

2. Emotions and their variants are experienced by both the author and the characters. The sign of an emotion is different: from positive to negative, neutral, indeterminate, imaginary and combined (emotional patterns). Negative and combined emotions and their variants are dominating. Among the negative emotions, the emotion of contempt and the emotion of emptiness are the strongest. The mediators of these emotions are anger as a variant of the emotion of rage and depression as for the emotion of grief. The leading emotion of the emotional pattern is joy. The position of the emotion of joy within the emotional pattern is dual: it precedes another emotion (surprise, interest, grief, fear) or is their consequence (surprise, fear, disgust, grief, unagitation), the semantics is grading: from the minimal value to the neutral, morphological, comparative, maximal one.

3. The emergence of emotions and their variants is determined by the type of subject or communicative situation. The implicit affective situation, the emotional and imaginary ones were revealed. The markers of the affective situation include the affective vocabulary, affective phrases/clichés, diminutives, kinesives, proper names. The emotional situation is characterized by the emotional, stylistically coloured, foreign-language (the French language, the English language) vocabulary, as well as affectives, connotatives, occasionalisms, anomalies, shortenings,

convergence of the synsemantic vocabulary, repetition of words, phrases, sentences. The main feature of the imaginary situation is the use of the subjunctive mood of the verbs *scheinen*, *vermuten* and linguistic units mentioned above.

4. The means of realization of emotions and their variants on the lexical level are traditional: a word, a free word-group/a constant collocation, a cliché; compositional speech forms of realization of emotions and their variants are static: speech (monological, dialogical, polylogical) and description (a report on somatic and physiological changes in the human organism). Further studies should investigate emotions in indigenous postmodern fiction.

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## STRUCTURAL-COMPOSITIONAL PECULIARITIES OF LITERARY-CRITICAL ARTICLES

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**Abstract.** The paper introduces the subject matter of literary-critical discourse as a synthetic notion that combines elements of scholarly, journalistic, aesthetic, argumentative and other discourses forming an independent discursive practice. The purpose of the paper is to outline structural and compositional as well as linguo-rhetorical peculiarities of literary-critical articles. The survey is based on a comparison of data from 13 literary-critical monographs, namely literary-critical articles, written by David Lodge – an outstanding British writer, scholar and literary critic. In accordance with the purpose and objectives of the study, a comprehensive analysis was carried out, including the following methods and techniques: general methods such as the method of observation, deduction and induction, analysis and synthesis; linguistic methods: contextual-interpretative method, genre and stylistic analysis with reliance on the methodology of dialogical text interpretation. An attempt at the analysis of the structure and composition of David Lodge's literary-critical works was made. Firstly, we defined the viewpoints on genre as a unit of discourse, paying attention to its properties and peculiarities within the field of literary criticism. Secondly, we analyzed the structural composition of literary-critical articles from 2 angles: static or text building, and dynamic or logical development of thoughts in the text. A short review concludes semantic and rhetorical properties of textual units. Accordingly, two vectors of the compositional-semantic structure of the text were distinguished: compositional proper and logical-compositional. The first was divided into compositional-semantic and formal-compositional. The composition-semantic layout of the text reflects the struc-

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tural ways of conveying the components of content through the place of their formulation, the form of expressiveness, and the nature of manifestation of the subject matter. Formal-compositional layout is associated with the development of the beginning, middle and ending of the message. The other side of the compositional and semantic structure of the text is formed by logical and compositional layout, which is related to the reflection of the author's thoughts, namely, it reflects the sequence of arrangement of semantic blocks in the text. In this respect, the structural features of the text are manifested in inductive, deductive or traductive construction. Finally, intertextual markers as form making elements were discussed.

### 1. Introduction

The accomplishments of structural linguistics and text linguistics, neo-rhetoric and functional stylistics, pragmatics and hermeneutics make it possible to return the scientific focus to the line of exploration of literary criticism, which was formed under the influence of philosophy, theory of literature, sociology and aesthetics.

A review of the characteristics and features of literary-critical discourse has been considered in the writings of such researchers as Halperin, 1981; Boriev, 1981; Skurko, 1984; Epstein, 1988; Waltz, 1990; Alekseev, 2000; Ruzhentseva, 2001; Kozhuna, 2006; Zatselin, 2006; Dmytrovsky, 2006; Krylov, 2007; Hovoruchina 2018 and others.

The relevance of the study is highlighted by the lack of special studies of literary-critical discourse as a special type of discourse from the standpoint of modern linguistics, as well as shortage of analysis based English language material. Existing research in the areas of literary studies (B. Berger, M. Holona, K. Wais, J. Piachel, H. Richter, S.D. Artamonov, V.I. Berozkina, N.Ya. Diakonova, E.P. Zyкова, I.V. Tikhomirova, N.A. Khokhlova), literary criticism (A.H. Bocharov, L.A. Shubin, O.M. Tsivkach, V.L. Voronov, S.P. Istratova) and journalism (E. Murbina, E.P. Prokhorov, M.K. Barmankulov) do not reflect, on the one hand, the complexity of the cognitive and communicative-pragmatic essence of literary-critical discourse, and, on the other, the interests of the linguistically oriented typology of texts. At the same time, studies of empirical material at the pragmatic macro-level of literary-critical discourse are important to enhance understanding of empirical constraints, the sequence of speech acts, functional relationships,

and framework structuring. Finally, the linguo-stylistic parameters of literary-critical articles as a special type of text are not fully defined.

Taking into account the abovementioned points, the purpose and objectives of the study, a holistic approach was applied, using the main contemporary methods and techniques:

– general methods such as the method of observation, deduction and induction, analysis and synthesis, comparison and modeling;

– linguistic methods: contextual-interpretative method the method of component analysis, genre and stylistic analysis with reliance on the methodology of dialogical text interpretation suggested by O. Selivanova [14, p. 336].

Firstly, we define the viewpoints on genre as a unit of discourse, paying attention on its properties and peculiarities within the field of literary criticism. Secondly, we analyze the structural composition of literary-critical articles considering 2 aspects: static or text building, and dynamic or logical development of thoughts in the text. A short review concludes semantic and rhetorical properties of textual units. Finally, intertextual markers as form making elements are discussed.

## **2. Genre approach to analysis of literary-critical discourse**

Modern linguistic researches view the genre as a unit of discourse, a kind of global textual strategy that controls the text-forming process – genristic strategy. The genristic strategy is used in the process of discursive activity together with the strategies of compositional construction (referential, teleological, elocutive, receptive, metatextual). J.R. Martin has noted that it's important to understand that genres are not just a set of formal structures that flow into meaning. Bhatia, referring to Lotman's concept of "the essence of culture as memory" (Lotman et al. 1975:19) sees genres as combinations of cultural and psychological perspectives that provide a "collective mechanism for storing information (and transmission from generation to generation) (Lotman et al. 1975: 20). The significance of genre categories, therefore, lies in their cognitive and cultural value, and the purpose of genre theory is to outline the implicit knowledge of genre users.

T.V. Yakhontova believes that genres are threefold phenomena that organically combine socio-communicative, socio-cognitive and proper linguistic aspects. The researcher also emphasizes the dualism of genres,



which are simultaneously processes and products of communication, dynamic and static entities, since each genre is inevitably modified as new text is generated and at the same time serves as an example for constructing other texts – realizations of this genre – through the implementation of this genre [18, p. 85]. A. Devitt describes the genre as “rhetorical, dynamic and flexible” [4].

Because genre has such a significant impact on how people use language, within the chain they enter into "retrospective" and "prospective" relationships with the genres preceding and following in the chain and progressively lead to hybridization and the assimilation of the previous and subsequent genres.

Genre specificity determines the structural features of the text, affects its layout and verbal representation, resulting in a generalized model of the typical text (T.S. Liashenko, A.L. Malinovskaya, N.D. Tamarchenko, S.M. Yavorskaya).

### **3. Compositional Structure of Literary-Critical Articles**

In this part, an attempt at the analysis of the structure and composition of David Lodge's literary-critical works was made. A balanced approach has been carried out according to the method of A.E. Babailova [1, p. 53], who first noted that the concept of compositional and semantic structure of the text includes 2 aspects: static or text building, and dynamic or logical development of thoughts in the text. Accordingly, two vectors of the compositional-semantic structure of the text are distinguished: compositional proper and logical-compositional. The first is divided into compositional-semantic and formal-compositional. The composition-semantic layout of the text reflects the structural ways of conveying the components of content through the place of their formulation, the form of expressiveness, and the nature of manifestation of the subject matter. Formal-compositional layout is associated with the development of the beginning, middle and ending of the message.

The other side of the compositional and semantic structure of the text is formed by logical-compositional layout, which is related to the reflection of the author's thoughts, namely, it reflects the sequence of arrangement of semantic blocks in the text. In this respect, the structural features of the text are manifested in inductive, deductive or traductive construction.

Formal-compositional structure of a literary-critical article is associated with the development of the beginning, middle and ending of the article. It consists of an introductory part, main body and a final part.

Introductory part consists of a heading (with or without a subheading) and a beginning. The heading might be viewed as a representative part of literary-critical articles. It is considered to be a starting point of the presentation of a particular literary-critical topic. Researchers agree on the viewpoint that the main task of a heading is to attract readers' attention and urge him to read the full text.

Research has revealed that headings of literary-critical articles are multifunctional. Along with the nominative function, titles of literary-critical articles perform informative, intriguing, evaluative, advertising and prognostic functions, more often than not comprising a combination of these functions, for example: Analysis and Interpretation of the Realist Text: Ernest Hemingway's 'Cat in the Rain' [12] and Towards a Poetics of Fiction: An Approach Through Language [12] perform informative function; Ambiguously Ever After: Problematic Endings in English Fiction [12], The Novelist Today: Still at the Crossroads? [13], What is Literature? [10], Strictly Confidential [13] perform intriguing function.

Subheadings are not common for literary-critical articles. Only three literary-critical monographs contain subheadings, while others do not. In all cases, the headings perform an informative function:

Title: The Novel Now

Subtitle: Theories and practices [6]

Title: Composition, distribution, arrangement

Title: Virginia Woolf

Subtitle: Chapter Two of A Room of One's Own [8]

Subtitle: Form and Structure in Jane Austen's Novels [6]

Title: A kind of business

Subtitle: The academic critic in America [6]

Having analyzed functional peculiarities of headings and subheadings, we concluded that titles that perform nominative and informative functions are formal, direct, devoid of expressiveness and convey the main idea of the text in a reduced form. These titles are represented by nominative constructions of:

– the names of literary figures, linguists, and philosophers: Ernest Hemingway, Gertrude Stein, Lawrence, Dostoyevsky, Bakhtin; Roman Jack-

obson, Virginia Woolf, Simone de Beauvoir, Sigmund Freud, Karl Marx and Friedrich Engels, Michel Foucault, Tzvetan Todorov, Jacques Lacan, Jacques Derrida, Bertolt Brecht;

– the names of the authors and their works: Vladimir Nabokov: *Invitation of a Stranger*; Umberto Eco: *The Name of the Rose*; J.M. Coetzee: *Elizabeth Costello*; Henry James: *Daisy Miller*, Arnold Bennet: ‘The Old Wives’ Tale’; Oscar Wilde: *The Ballad of Reading Gaol*;

– nomination of a theoretical problem and/or literary period: *Dialogue in the Modern Novel*; *Mimesis and diegesis in modern fiction*; *Towards a Poetics of Fiction: An Approach through Language*; *Modernism, Antimodernism and Postmodernism*; *Types of Description*; *Metaphor and Context*; *The Realistic Tradition*.

Formal characteristics of headings expressing nominative-informative function, apart from nominative case, are introduced by possessive case: Jakobson’s *Theory*; *Don’s Diary*, *Joyce’s Choices*, *Simon Gray’s Diaries*, *John Boorman’s Quest*, *Alan Bennett’s Serial Autobiography*. Frequent use of the construction “noun+and+noun” was recorded: *Criticism and Realism*; *Drama and Film*; *Metaphor and Context*; with possible extensions: *Milan Kundera, and the idea of the author in modern criticism*; *Middlemarch and the idea of the classic realist text*; *Graham Greene and the Anxiety of Influence*.

Thus, headings that perform the nominative-informative function are inherent in scholarly and academic conventions. Traditionally, such titles are represented by anthroponyms and terms of literary, linguistic, philosophical, and psychological spheres.

Along with headlines that perform nominative and informative functions, there are also headlines that are intriguing and promotional in nature, which shows features characteristic of journalistic discourse. Such headlines include the means of artistic expression and rhetorical devices that reflect David Lodge’s inventiveness and talent as a writer. They allow us to figuratively reimagine the subject of the description, also some headings include an element of famous quotes and proverbs.

Among stylistic devices of the phonological level were found the following: alliteration (*Don’s Diary*, *Fitzgerald’s Fear of Flesh*, *Literary Criticism and Literary Creation*, *Bye-Bye Bech?*, *Fact and Fiction in the Novel*, *Choices and Chance in Literary Composition*; *Poetry, Prose and Poetic*),

assonance (Anglo-American Attitudes), rhyme (Joyce's Choices, Criticism and Realism).

The use of a rhetorical question in the title primarily serves the purpose of attracting attention and enhancing the perception of information: What is Literature? What is Realism? Bye-Bye Bech? Why Do I Write? How Successful Is Hard Times? What Kind of Fiction Did Nabokov Write? The Novelist Today: Still at the Crossroads? Creative Writing: Can it/ Should it be Taught?).

Literary-critical headings are characterized by allusiveness. The critic frequently resorts to word play. Although, the comparison of language and play was first made in the works on F. de Saussure and O. Potebnia, the theory of game origin and language functioning belongs to Ludwig Wittgenstein, an Austrian philosopher, logician, linguist. He was a founder of a broad interpretation of the term "language game", according to which any kind of language-related activity is a game and that in most cases, the meaning of a word is its use. Wittgenstein's concept of language game receives a new interpretation introduced by E. Spranger (1922) in the concept of "life forms": Mailer and Female; Suck Cess; Ambiguously Ever After: Problematic Endings in English Fiction; Turning Unhappiness into Money: Fiction and the Mark: Henry Green: The Writer's Writer Writer; Joyce's Choices; Kierkegaard for special purposes, Waiting for the End: Current Novel Criticism, The Uses and Abuses of Omniscience: Method and Meaning in Muriel Spark's The Prime of Miss Jean Brodie, Objections to William Burroughs; Samuel Beckett: Some Ping Understood; Hemingway's Clean, Well-lighted, Puzzling Place; Utopia and Criticism: The Radical Longing for Paradise; Through the No Entry Sign: Deconstruction and Architecture; Crosscurrents in Modern Criticism; The Novelist at the crossroads.

The distribution of evaluative functions of headings of literary-critical articles are less numerous: The Best of Young American Novelists, 1996 (The Year of Henry James); Foster's Flawed Masterpiece (Consciousness and the Novel); Waugh's Comic Wasteland (Consciousness and the Novel); D. H. Lawrence: Genius, Heretic, Classic (1985) (Write On); Structural Defects (Write On). Such titles contain evaluative lexis, both positive (the best, genius, masterpiece) and negative (flawed, defects, wasteland), creating a certain focus of perception, positive and approving, or negative and critical attitude to the analyzed work.

The results of our analysis indicate that the functions of literary-critical titles are primarily distributed as follows: titles are regarded as performing a nominative and informative function, advertising, intriguing and evaluative function. The purpose of the latter is mainly to attract attention. Subheadings are not numerous and serve predominantly an informative function, which is to provide general information about the forthcoming article, or an explanatory function. It should be emphasized that the division of functions is due to the pragmatic attitude of the critic.

The next element of the composition is the beginning. It sets the reader to a certain perception of the subsequent text. It should be mentioned that it directs the reader's attention not to the phenomena or facts, which will be discussed in the main body of the text, but to the prerequisites, circumstances, essential for further reading. The action is intended to compel the reader to read the full text of the article, to contact him/her, to prepare for the perception of critic's opinions and conclusions about a literary work, an approach or/and a writer. Literary-critical beginnings do not have a specific scheme of construction, they can be compressed or expanded, provide different information, and therefore have their own diversities. The results of the analysis give us a reason to take as a basis the classification of A. Malynovska, who distinguished between descriptive, evaluative, and expositive types of beginning.

The expository kind of beginning contains information about the prerequisites for the origin of the work or the creation of the works, the author's reflections on the creative principles and credo of the artist, the influence of a particular approach of literature on the outlook of the writer; author's thoughts on the topic and the basic concept of the work. The expository beginning, according to its main task, is filled with literary terms and names of novelists, fictional characters and quotations. It greatly facilitates the reader's understanding of the subtleties of the art of further information in the text of the article and the author's motives related to the evaluation of the novel.

The biographical beginning contains information about the biographical outline: facts are presented that highlight the main moments of the artist's life and activities: "ANTHONY BUFGESS HARDLY knew his mother, who died in circumstances as poignant and dramatic as any novelist could invent. His father, waiting to be demobbed from the Army in 1919, came

home to Manchester on leave to find his wife and daughter corpses, victims of Spanish flu, while his infant boy lay burbling in his cot. The father, Burgess suspects, subconsciously resented his son's survival, and sought to snuffle off parental responsibility on to the widow he married a few years later. She was the busy landlady of a pub where he played the bar piano, with two grown-up daughters of her own, and little time or love to spare for her stepson. There was no Oedipal phase in Burgess's childhood, and he grew up to regret the absence of passion and tenderness in his family relationships – the “emotional coldness that was established then and which, apart from other faults, has marred my work.” It is, I suppose, true that, for all their energy and gusto, Anthony Burgess's novels are somewhat lacking in emotional warmth, though it is not a judgment I should have presumed to make. That he has made it himself is typical of his unflinchingly candid autobiography” [13, p. 63].

In the above biographical fragment, information about the main moments of the author's life is presented in a descriptive and retrospective manner.

The informative beginning generally presents the main information about a literary phenomenon and is introduced by author's definition: 1) “THE STREAM OF CONSCIOUSNESS” was a phrase coined by William James, psychologist brother of the novelist, Henry, to characterize the continuous flow of thought and sensation in the human mind. Later it was borrowed by literary critics to describe a particular kind of modern fiction which tried to imitate this process, exemplified by, among others, James Joyce, Dorothy Richardson and Virginia Woolf.” [9, p. 42] 2) “DEFAMILIARIZATION is the usual English translation of ostranenie (literally, "making strange"), another of those invaluable critical terms coined by the Russian Formalists. In a famous essay first published in 1917, Victor Shklovsky argued that the essential purpose of art is to overcome the deadening effects of habit by representing familiar things in unfamiliar ways” [9, p. 53] 3) “APORIA is a Greek word meaning "difficulty, being at a loss", literally, "a pathless path", a track that gives out. In classical rhetoric it denotes real or pretended doubt about an issue, uncertainty as to how to proceed in a discourse. Hamlet's "To be or not to be" soliloquy is perhaps the best-known example in our literature. In fiction, especially in texts that are framed by a storytelling situation, aporia is a favourite device of narrators to arouse curiosity in their audience, or to emphasize the extraordinary nature of the story they are tell-

ing. It is often combined with another figure of rhetoric, "aposiopesis", the incomplete sentence or unfinished utterance, usually indicated on the page by a trail of dots" [9, p. 219-220].

The informative beginnings are not aimed at conveying opinions, evaluating or criticizing. The validity and factual information about a literary phenomenon determines absence of the subjectivity and figurative expression. In the informational beginning, the widespread use of neutral vocabulary as well as proper names might be observed, whereas epithets, tropes such as comparisons and metaphors are omitted. The emotional and expressive effect is achieved by expressive syntax: elliptical expressions and imitation of spoken language.

In the descriptive beginning, the description of literary or stylistic elements are provided. The main feature of the descriptive beginning is its laconic layout. This quality is due to the use of elliptical and simple sentences in the form of asynchronous enumeration. The expressiveness of the fragment is also facilitated by the rhetorical question at its beginning and the stylistic order of the words of the second and last sentences. All the above syntactic and lexical means create a stylistic effect of the sardonic attitude of the author to the depicted one, which predetermines a certain evaluation tonality of the text: "WHEN DOES A NOVEL BEGIN? The question is almost as difficult to answer as the question, when does the human embryo become a person? Certainly the creation of a novel rarely begins with the penning or typing of its first words. Most writers do some preliminary work, if it is only in their heads" [9, p. 4].

The evaluative beginning highlights the overall assessment of the represented work, the creativity of the artist, the literary phenomena, and their roles in the development of literature: 1) "Middlemarch has achieved a unique status as both paradigm and paragon in discussion of the novel as a literary form. Indeed it is scarcely an exaggeration to say that, for many critics, Middlemarch is the only truly representative, truly great Victorian novel – all other candidates, including the rest of George Eliot's fiction being either too idiosyncratic or too flawed" [6, p. 45] 2) "Vladimir Nabokov was a literary genius. There is no other word with which to describe a writer who in mid-life became a stylistic virtuoso in a language that was not his mother tongue" [11] 3) "PHILIP ROTH'S OUTPUT of fiction in the seventh decade of his life has been astonishing for both qual-

ity and quantity. It has been to critics and fellow-novelists a spectacle to marvel at, an awe-inspiring display of energy, like the sustained eruption of a volcano that many observers supposed to be – not extinct, certainly, but perhaps past the peak of its active life” [8] 4) “The achievement of Sigmund Freud (1856-1939) would appear to be so well-known that no significant modern intellectual history could omit his radical approaches to interpreting the dream-state and the prominence he gave to unconscious drives in general” [8] 5) “CHARLES DICKENS IS arguably the greatest of all writers in the English language after Shakespeare, and so has attracted almost as much critical and scholarly attention” [10] 6) “Although literary biography appears to be exceedingly popular with the educated reading public, there is a death of theory behind this form of writing, and a good deal of uncertainty, therefore, about the appropriate criteria to apply to any particular specimen of it, such as Christopher Sykes’s Evelyn Waugh” [12, p. 54].

Researchers tend to distinguish within the subject matter of the evaluative beginning two types: one with a neutral style of presentation and one with an emotional character. The above examples (4,6) can be attributed to the first type. The narrative unfolds quietly, thorough explanations of the critic, so the most important role in the construction of the text is played by syntactic structures: complex subordinate sentences. The conciseness of the evaluation in this case is also facilitated by various epithets which form imaginative means, as well as emphasize the individuality of the author's assessment:

For the evaluation of emotional character, the use of imaginative means, syntactic and stylistic devices, evaluative vocabulary, expressive phrases built on vivid metaphors are typical. The following fragments (1-3,5) are examples of concentrated metaphoricality in which individual formations prevail.

All types of beginnings, apart from their specific functions of informing for presenting literary or biographical data, conveying history and development of the literary period or concept, description and evaluation, also have a common function – to prepare the reader for the perception of further information contained in the main body of the text.

Our study shows that most of the beginnings contain valuable information. This gives grounds for claiming that the work moves from the stage preceding the assessment to the stage of direct evaluation: in the beginning, the author makes a general assessment of the work, which allows the reader to predict the content of the subsequent text. This does not in any



way diminish interest in the article as the reader is constantly finding something new, unexpected for him/her. He/she is interested in the evidence of the given statements, the analysis of the facts presented in the main part of the article.

In the main part, David Lodge develops the main points of information, their content is characterized by thoroughness. Here, the reader is thoroughly acquainted with the creative work of the novelist, the essential moments of his biography; its creative principles, role in the development of a certain direction of literature and the influence of the latter on the creative credo of the artist are analyzed. The content, structure, ideological orientation of a literary piece are considered. The main body can be of descriptive, narrative or/and argumentative in nature and varies from one page to twenty, depending on the subject matter and author's pragmatic aims.

The final part summarizes the process of accumulation, deepening and specification of evaluative information, performing an integrative function. In the end, the assessment goes into the synthesis stage: the evaluative information contained in the main part is repeated, acquiring the final character. The integrating function is also clearly evident in the interaction of the ending/closing with beginning/ opening: 1) "In twenty-odd lines we have covered enough events to fill an entire novel in the hands of another writer. This kind of writing does indeed depend on the reader's familiarity with a more conventional and realistic fictional discourse to make its effect. Deviations can only be perceived against the norm" [9, p. 188] 2) "Adventures of a Suburban Boy is an effortlessly enjoyable read, containing many droll anecdotes which make one laugh out loud, but it is far deeper than the usual show-biz memoir" [13, p. 23] 3) "To sum up: the concept of a period, whether in history at large or in literary history, is not a fact, but an interruption, a human selection and grouping of facts for human purposes, collectively generated and modified by an endless process of redescription... There is no single period style for the modern period, but a variety of styles. But this variety can be reduced to an untellable order if we refer it to what is constant and finite in literature as a signifying system, mapping the diachronic on the grid of the synchronic" [12, p. 75] 4) "A 'literary' reading of the Orwell and Wilde texts alike is essentially a process of identifying and interrelating recurrent features which are thematically significant, the difference being that whereas these features are foregrounded by Wilde's poetic language, they are much less visible in

the language of Orwell's text, either because the foreground-background perspective is much shallower or because the thematic motifs are deliberately buried in the foregrounding. In this respect, 'A Hanging' is like much realistic fiction. But what is realism?" [10, p. 28].

A certain sequence of compositional elements, as well as the pragmatic orientation of each of them, which determines the choice and use of linguistic means, provide for the gradual realization of the basic communicative intention – to give a grounded assessment on the basis of a detailed analysis of a work of literature or a literary representative. Evaluation of a represented literary notion goes through three stages of its formation: from the general evaluation through the analytical, based on evidence and arguments, to the final.

#### **4. Intertextual markers as structural features of literary-critical discourse**

Every scholarly text is based on texts written by precursors in this field [2, p. 87; 3, p. 230], and therefore hypertext information is an integral part of literary-critical discourse [16, p. 90], which forms a significant segment in David Lodge's scholarly work and implements the textual category of intertextuality. The concept of marking intertextual relations is a key part of discussions about intertextual relations, which are realized in various kinds of quotations, indirect speech and background references. The notion of marking is primarily related to a conscious, deliberate, expressive, materialized reference in the text, that is, an updated reference to other texts.

The phenomenon of citation is an integral part of the analyzed monographs. Quotation is considered as one of the expressions of the textual category of intertextuality, which is realized by entering into the text fragment of another text or expression [15, p. 656]. It is customary to distinguish between direct citation, or direct quotation, which accurately reproduces another's expression, and indirect quotation, that is, indirect speech.

According to the purposes of introduction in the text, the following types of quotations are distinguished: 1) a quotation-example, needed, first of all, for the visual and material presentation (illustration) of another fragment of the text. The example citation is chosen as the most exponential in formulating of some of the borrowed knowledge. In many cases, it is also accompanied by standardized structures and expressions that emphasize its illus-

trative nature, for example: that is (i.e.), to give an example, to illustrate: Whichever viewpoint is adopted, moreover, linguistic phenomena always present two complementary facets, each depending on the other. For example: “The ear perceives articulated syllables as auditory impressions. But the sounds in question would not exist without the vocal organs” [11, p. 44]; 2) a quotation-argument that is primarily used in the evidence function to give credence and reliability to the views and conclusions presented. This type of quotation is often one of the considerations in the general system of evidence and is represented by phrases like, because, it follows that, that is why, which are integrated into the holistic system of evidence produced by the author: “the Movement was very great because «for the first time a challenge is thrown down, not by individuals... but a more or less coherent group, to the monopoly of British culture sustained for generations by the London haute-bourgeoisie” [13, p. 40]; 3) a quote-substitution is used to express the view of the author of the text with the words of someone else. In this case, its replacement function comes to the forefront. The replacement quote reflects the overlapping views of two (or more) authors. This quote preserves another participant's language style, expressiveness, and terminology. Such quotations are often accompanied by explanations such as: this means, in other words, otherwise (specifically, more accurately) formulated, as... has written/pointed out; to be more precise. In addition, such quotes may contain phrases and sentences that are subject to an old-type knowledge nomination: “Rene Wellek had this to say: “The nature of this issue is conveniently illustrated by a comment of Bateson’s: “The boss’s armchair is no doubt: ... a functional consequence of the plot and characterization; it is the addition of greenness to the chair, a non-functional detail, that is the mark of the realistic convention” [7, p. 44].

Since citation can be included in the fabric of the text in the form of a heterogeneous mass of quotations, they can be roughly divided into two large groups: non-artistic quotations (excerpts from works of scientists, public figures, philosophers) and artistic quotations (excerpts from works of art). The first group can be presented only in the form of monological statements, while the second – In monological and dialogical manner.

Given their structure, David Lodge's monographs are most characteristic of the following structural types of citations: 1) inclusions in the form of individual words and phrases: «Handsome» (rather than conven-

tionally pretty or beautiful – a hint of masculine will-to-power, perhaps, in that androgynous epithet), «clever» (an ambiguous term for intelligence, sometimes applied derogatively...), and «rich», with all its biblical and proverbial associations of the moral dangers of wealth [9, p. 5]; 2) individual sentences or complex of several sentences: “In these phrases we seem to hear Emma’s own, rather self-satisfied description of her relationship with her governess, one which allowed her to do «just what she liked” [9, p. 6]; 3) a paragraph or several paragraphs: «The metalanguage within such a text refuses to acknowledge its own status of writing. The text outside the area of inverted commas claims to be the product of no articulation, it claims to be unwritten...» [6, p. 50]; 4) one-to-several page citations: in the article «Analysis and Interpretation of the Realist Text: Ernest Hemingway’s ‘Cat in the Rain’» 4 pages include the full story [12, p. 33-36]; in the article «Oedipus: or, The Practice and Theory of Narrative» the short story «Guess What Happened?» is presented in 2 pages [12, p. 46-47]. The last type of quotation is introduced mainly for illustrative purposes.

In principle, an indirect speech introduces an analytical model of language transference of someone else’s speech. Analysis is a necessary feature of indirect speech, which is inseparable from transference of someone else’s speech. Formal transformation involves the need for compression, changes in the deictic perspective, and a variety of repetitions. The most typical types of indirect speech were identified as: implicit indirect speech, converted to substantive/noun (the idea/suggestion of): Such forms enable us to verify Ransom’s wise suggestion that ‘the meter-and-meaning process is the organic act of poetry, and involves all its important characters [8, 288], or verbal-prepositional combinations (suggested that...): “He [Jacques Raverat] suggested that writing, as an artistic medium, was limited by being superimposed frames” [10, p. 225];

Transferred indirect speech with the disappearance of the original subject-predicative structure and mandatory indication of the source (according to, in accordance with): “According to Jakobson, Mayakovsky was interested in resurrection” [8, p. 213]; “According to Bateson and Shakevitch, the functional or linguistically significant elements in a work of realistic prose fiction – those which determine our understanding” [2, p. 46]. At the same time, we have also found deviant forms of transfer of someone else’s speech, namely, phrases involving the object and the subject of cognition,

for example: “One might almost say that in Daisy Miller James anticipated Ernest Hemingway’s theory of the short story” [11, p. 53] or “Valéry’s theories are usefully discussed by Laurence Lerner in his book *The Truest Poetry*” [2, p. 11], which in a brief form actualize the intertextual relations of one concept with another, in relation to the subject of knowledge and at the same time its result. In general, indirect speech constructs create less intertextual tension in terms of dialogism and contrast of interacting layers.

David Lodge’s scholarly literary-critical writings also contain a considerable number of references and background references, i.e. references only to the title of the source, author, year of publication, and, as a rule, their number does not exceed the number of indirect speech and citations. The reference acts as a reproduction of someone else’s speech in the text of the fabric of the new research and exists as an indicator of the significance of the research [5, p. 152]. In general, all the above-mentioned means of intertextual interactions are a form of realization of relations to the knowledge obtained from precursors, introduction of methodological characteristics in a particular cognitive and epistemic situation in science. They reflect the scholarly objectivity and accuracy of researchers, that is, they characterize the personality of the scholar in the moral aspect [17, p. 36].

Along with the manifestation of the systematic use of foreign texts, one should speak of an individual style of citation, in accordance with an individual style of thinking, a sense of proportionality, inner harmony and balanced assessment. The predominance of intertextual signals in the language of literary-critical articles confirms the processes of information consolidation and coagulation, constantly occurring in scholarly knowledge.

### 5. Conclusion

Nowadays, linguistic studies are multidisciplinary by nature; therefore, different discursive practices form the scope of researchers’ investigation. Having scrutinized the peculiarities of synthetic literary-critical discourse, we moved forward to a genre approach towards its structure and composition, taking literary-critical articles as empirical material.

We concluded that:

1. Genre specificity determines the structural features of the text, affects its layout and verbal representation, resulting in a generalized model of the typical text.

2. The analysis has shown that the structure of literary-critical articles is fairly homogeneous. Formal-compositional structure of a literary-critical article is associated with the development of the beginning, middle and ending of the article. It consists of an introductory part, main body and a final part. This indicates both the dominant nature of structure for this genre and the fact that peripheral deviations are also possible.

3. The functions of literary-critical titles are primarily distributed as follows: titles are regarded as performing a nominative and informative function, advertising, intriguing and evaluative function, usually performing multiple functions. The purpose of the latter is mainly to attract attention.

4. Subheadings are not numerous and serve predominantly an informative function, which is to provide general information about the forthcoming article, or an explanatory function. It should be emphasized that the division of functions is due to the pragmatic attitude of the critic.

5. The beginning sets the reader to a certain perception of the subsequent text and directs the reader's attention not to the phenomena or facts, which will be discussed in the main body of the text, but to the prerequisites, circumstances, essential for further reading. The action is intended to compel the reader to read the full text of the article, to contact him/her, to prepare for the perception of critic's opinions and conclusions about a literary work, an approach or/and a writer.

6. Literary-critical beginnings do not have a specific scheme of construction, they can be compressed or expanded, provide different information, and therefore have their own diversities. The results of the analysis give us a reason to distinguish between descriptive, evaluative, and expositive types of beginning.

7. In the main part David Lodge develops the main points of information, their content is characterized by thoroughness. Here, the reader is thoroughly acquainted with the creative work of the novelist, the essential moments of his biography; its creative principles, role in the development of a certain direction of literature and the influence of the latter on the creative credo of the artist are analyzed. The content, structure, ideological orientation of a literary piece are considered. The main body can be of descriptive, narrative or/and argumentative in nature and varies from one page to twenty, depending on the subject matter and author's pragmatic aims.

8. The final part summarizes the process of accumulation, deepening and specification of evaluative information, performing an integrative function. In the end, the assessment goes into the synthesis stage: the evaluative information contained in the main part is repeated, acquiring the final character. The integrating function is also clearly evident in the interaction of the ending/closing with beginning/ opening.

9. A certain sequence of compositional elements, as well as the pragmatic orientation of each of them, which determines the choice and use of linguistic means, provide for the gradual realization of the basic communicative intention – to give a grounded assessment on the basis of a detailed analysis of a work of literature or a literary representative. Evaluation of a represented literary notion goes through three stages of its formation: from the general evaluation through the analytical, based on evidence and arguments, to the final.

10. Hypertext information is an integral part of literary-critical discourse, which forms a significant segment in David Lodge's scholarly work and implements the textual category of intertextuality. The concept of marking intertextual relations is a key part of discussions about intertextual relations, which are realized in various kinds of quotations, indirect speech and background references. The notion of marking is primarily related to a conscious, deliberate, expressive, materialized reference in the text, that is, an updated reference to other texts.

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**AFFIXOIDATION AS A PRODUCTIVE WAY  
OF WORD-BUILDING IN MODERN ENGLISH AND FRENCH**

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**Abstract.** The article is devoted to the problem of affixoidation in modern European languages. Under the term affixoid we understand word-building elements which have characteristic features of both affixes and word stems. The main peculiarity which usually belongs to affixes is productivity. Due to this feature affixoids help to develop new semantic and grammar categories. As affixes, affixoids can express a wide word-building category (of person, object, sign, location), they are highly productive, can perform the same word-building function. So, the object of our investigation is lexical units of intermediate status, namely those which have signs of affixes and word roots. Common compound words which have no limits in usage make up the material of the article. The choice of the material preconditioned the usage of the linguistic methods: the analysis of literature, distributional analysis, word-building analysis. The purpose of research is to prove the existence of word-building elements with intermediate status in the English language and to find out their peculiar features. The dissertation analyzes the affixoides meaning the word-building constructs of intermediate status, which have signs both of affixes, and of roots. To affix characteristics it is necessary to attribute high frequency of reproduction, a fixed position in the word and developing of certain categorical meaning. The signs of the roots include the presence of a complete lexical meaning and the possibility of usage in different word-building samples. The study proposes affixoid classification by their origin. In the Russian language there are borrowed, native and international affixoides. The last group of word-formation elements has been the most studied recently, because their presence is observed in many modern languages, so they are analyzed in detail on the material of different language systems. But even the presence of a large number of words with

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the term-elements of Greco-Latin origin, does not contribute to solving one of the central problems of modern terminology – the question of the status of such formants.

### 1. Introduction

Recently compounding has become not only the main way of creating new words, but also a very important and productive source of new derivative elements. This phenomenon can be explained by the fact that word-formation of modern languages is characterized by the tendency to make up new compound words by analogy, according to the patterns which have already been existing in language systems. Moreover, word formation by analogy, according to some scholars, is leading in the creation of terminological.

So, in modern languages it is possible to observe the tendency to economizing language efforts: instead of phrases and word-combinations we use compound words which are built according to the models which are characterized by a high degree of productivity in languages. New words are created not on the basis of the unit of the syntactical level in the language, but by adding some repeating component which has some semantic meaning. Very often in such cases elements in pre-position and elements in post-position develop functions of affixes (for example, classifying and generalizing). These elements may be called affixoids (similar to affixes). The great amount of such units preconditions the topicality of this work and its aim – to reveal the volume of this term and to work out possible principles of classification.

The relevance of the work may be explained by the fact that the problem of affixoidation has not been analyzed in the linguistic literature. It is very important to define the volume of the term “affixoid”, to work out possible principles of classification and typology.

Another important question is preconditioned by the possible semantic changes if we compare independent root morphemes and components of compound words.

The problem of affixoids and affixoidation as a peculiar linguistic process is worth discussing and analyzing, because modern European languages are characterized by a great number of such word-constructing elements.

The material of the paper includes literal widely-spread every day words. These lexical units are analyzed by using the methods of distributional analysis, word-building analysis and analyses of existing linguistic resources.

## 2. History of the term

In the 1950s M.D Stepanova proposed the term “semi-affixation” for root morphemes, which regularly participate in word-forming processes and do not lose any formal or semantic connection with the corresponding root. They:

- denote, like affixes, a broad word-forming category (persons, objects, characteristics etc.);
- they are high productive, often participate in creating new words;
- can compete with “real” affixes as for realizing their primary function [12].

Other researchers (N.F. Klimentko) [4] consider such elements to be root morphemes. In general, up to present time, linguists have not yet agreed on the definition of the linguistic status of such components: they are called affixoids (K.H. Horodenskaya), relatively free/relatively bound morphemes (O.O. Kubriakova), affixed bases (M.M. Shansky), bound supporting components (V.V. Lopatin), international terminological elements (V.G. Hrigoriev), semi-affixes (G.B. Antrushina), combining forms, subaffixes. According to R. Safin, such morphological units are: 1) bound morphemes of special type; 2) used only in conjunction with other affix or root components; 3) have individual lexical meaning; 4) capable of acquiring the generalizable meaning which is similar to the categorizing meaning of affixes. We support the view that such elements have the status of an affixoid, since the composites they include cannot be deployed in a phrase. In addition, these components have a generic lexical meaning: something related to water (hydrophobia, hydrology, hydropark), modern informational technology etc. Thus, such entities have the status of prefixes in the preposition and the status of affixoids in the postposition. R. Safin considers the above-mentioned units to be transitional type morphemes. They function both as roots and affixal morphemes [10].

There is also an alternative approach to the problem of semi-affix / affixoid definition. For example, the German scientist W. Henzen talks about other components of compound words that “threaten” to become suffixes and refers to them elements -werk, -zeug, -voll, arm etc., considering them in the suffix section sometimes called “components in functions of word-building items” [19, p. 170-171, p. 194-195]. Other German linguists G. Becker and F. Kluge writes of such elements of compound words as about suffixes.

J. Nesfield calls the finite component of compound words capable of combining with different bases a “suffixed word”. The scholar mentions that such morphemes have the following characteristic features: a) “suffixed word” joins other words so often that a whole series of words are formed, while the regular component stands can be used separately; b) most of the words that are suffixed do not fully express the meaning they have when when they are used separately [22, p. 391].

O.O. Selivanova understands a syncretic in place and role word morpheme, intermediate between root and service morphemes, a former root morpheme that has lost its motivational role in the semantic word and received signs of service morpheme under the term “affixoid”.

In the 90s of the twentieth century, Yu. A. Zatsny also touched upon the problem of alternative word-building, using the term a “pseudo-compound” word [3, p. 11]. Under this term, this researcher understands a compound word, a part of which stands out as a result of the creation of a whole series of innovations, incorporates the semantics of the whole initial model. For example, in the word “*blackmail*” the semantics of the second element in the word from the word has been changed, and new neologisms such as *greenmail* and *greymail* appear (they mean a specific kind of blackmail that is common in the modern business world when buying a large block of shares of a particular company, which is subsequently resold to owners of the same company, but with a big twist in exchange for a promise to have no claim to control this company). The suffixoid *-gate* in the sense of “scandal, especially political” arose from the formation of a large number of neologisms by analogy with the word *Watergate*, which became a symbol of political scandals (*donorgate*, *Irangate*, *travelgate*, *Trumpgate*, *Ukrainegate*). To describe affixoids, the scientist uses the term “semi-affixation”.

After studying and generalizing the basic characteristics of semi-affixes, which were described by M.D. Stepanova, G.Paul, O.S. Kubryakova, we can conclude about functional synonymy between affixes and affixoids. As an example, the English component *-like*, whose meaning is almost exactly the same as the meaning of the true suffix *-ly*. So, there are adjectives with *-ly* and *-like* with the same meaning, for example: *gentlemanlike* and *gentlemanly* (honest, decent; polite); *manlike* and *manly* and others.

In modern linguistic literature, affixoid is defined as an intermediate morphemic part of a complex or compound word, which is mostly cor-

related with a full word or base and is repeated with the same meaning in a number of words and approaches in its word-forming function (ability to form a new word) to a real affix. As significant parts of the word affixoids are observed only within the complex words and only as morphemes, which can equally be used both as parts of compound words and as roots [15]. N.F. Klimenko believes that the concept of affixoid should be referred to components of complex derivatives that are capable of forming the same series of words, but have not undergone either partial or complete desemantization, that is, they are actually roots. In other words, there are two main semantic attributes of affixoids: 1) the loss of a specific lexical meaning, 2) the acquisition of a new, generalizing meaning and, as a consequence, the formation of word-forming series: fr. *autodrome* – *cosmodrome* – *aviadrome*, eng. *black-free* – *tax-free* – *trouble-free* – *cruelty-free*.

### 3. Different approaches to the term “quasi-composite”

O.O. Selivanova suggests the term quasi-composite, which means words of intermediate status that, by their nominative nature, were formed by composition, but on the other hand, are characterized by the weakened or absent motivational role of one of the root morphemes, which turned into affixoids, or roots that have lost semantic connection with the meaning of the whole word [Selivanov Encycle]. The second element of such units is a basis, but it serves as a suffix, that is, serves to form new words by analogy, for example, *waterproof* – *kissproof* – *foolproof*: if there is something that protects against water, then you can talk about an object that will protect against kisses or fools. G.B. Antrushina calls such components of compound words semi-affixes, that is, elements that, on the one hand, have all the characteristics of an independent basis, but on the other hand, due to the frequent use of their meanings, become very generalized, that brings them closer to suffix. It is the law of similar use that transforms meaningful words into affixoids.

But the problem is that, on one hand, it does not have a generally accepted term for designation of such units which have syncretic character. And, on one hand, researchers, who use the same term (pseudocomposites), mean different things. H. Marchand offers the term pseudo-composites, which means borrowings that are motivated by popular etymologization, when instead of a simple foreign lexeme, people use a combination of

several non-borrowed words which sound similar to a new, strange lexical unit. For example, in English, there is the word *sparrowgrass* which is used as the equivalent of the Latin word *asparagus*, crayfish instead of French *crevice*. The same meaning of the term "pseudo-composites" is supported by I.V. Arnold. Under the term pseudo-compounds H. Marchand also understands verbs formed not by word-compounding, but by conversion and reverse derivation: *to proof-read*, *to vacuum-clean*, *to hitch-hike*, as well as rhyming composites: *helter -skelter*. As you can see, even one and the same researcher can understand phenomena quite different in nature under one and the same term: phonetic imitations related to the process of borrowing, reduplication and back-formation.

S.S. Hidekel interprets the term "pseudocomposites" in a quite different way, which juxtaposes proper compound words and compound derivatives, and to the first he refers only such complex units, both components of which can function as independent words (*baby-sitter*, *street-fighting*). In contrast to complex words, formations such as *long-legged* are considered to be affixed derivatives.

A similar theory for the French language is developed by A. Mitterrand, who also suggests that not all the compound words can be called "pure" composites, so he divides this large layer of compound words into proper compounds and recomposites. According to this linguist, recomposites are characterized by the fact that one of the components of Latin or Greek origin does not exist in the language in the isolated form. As an example, the linguist refers words with the initial components *néo-*, *contre-*, *télé-*, *radio-*, *crypto-*, *anthripo-*, *proto*, *thermo-*, *multi-*, *mono-*, *macro-* (*néo-vitalisme*, *néo-positivisme*, *télespectateur*, *télépointage*, *radioporter*, *cryptogramme*, *anthropocentrisme*, *thermonucléaire*, *multitube*, *monolithique*, *macrocosmique*) and final constituents *-thèque*, *-crate-cratie*, *-gramme*, *-logue-logie*, *-phile* (*politologie*, *phénoménologé*, *socioémérémé*, *cinémigémérémie*, *technocratie*) to the group of recomposites [21].

In general, there are three main approaches to interpreting the nature of this linguistic phenomenon:

1. the first steps in the study of this phenomenon were made by M.D. Stepanova, who made her research on the material of the German language. It was she who proposed the term "semi-affixes" to refer to the word-formants of the *-mann* type, which gradually loses their semantic connection

with their lexical source. The researcher, therefore, considers the functioning of “semi-affixes” as an intermediate stage in the transition of roots into affixes, and the very units themselves as syncretic elements (constructions that have a dual nature, namely the shape of the root and the function of the affix);

2. It would be a mistake to believe that all scholars immediately recognized this linguistic phenomenon. K.V. Levkivska denied the theory of semi-suffixes (as well as the theory of pseudocompound words) [6] and emphasized that high frequency of usage is not yet a reason for the transition of roots into the status of suffixes, especially since most native speakers clearly determine for themselves the presence in compound words of two bases, but not the basis and suffix.

3. E.S Dyachkova regards semi-affixation in English as an independent, separate way of word-formation (rather than a special kind of word-composition), which is characterized by a certain set of specific features [2]. The basis for this hypothesis is the presence of a large number of words with semi-suffixes in English, as well as the syncretic nature of the word-forming elements considered within some compound words. In our opinion, the researcher points to the marginality of certain constituents in the language, so she has no reason for distinguishing semi-affixation as a particular way of word formation, but she simply emphasizes its syncretic nature.

Thus, affixoids are linguistic units of a transitional type in which signs of both roots and affixes are observed.

The affixal features of affixoids include regularity of reproduction: English affixoid *-like* is observed in 52 words [9]: *affix-like, angel-like, animal-like, baby-like, beast-like, business-like, cat-like* and more. In French, a large number of suffixes with the suffixoid *clé* can be noted, and not all of them are fixed by dictionaries, but occur in speech to indicate a certain important reality: *temoin-clé, personnalité-clé, position-clé, action-clé, role-clé, fonction-clé, importance-clé, procedure-clé, figure-clé, center-clé, ville-clé, region-clé, moment-clé, pays-clé, partie-clé, texte-clé* etc.

The main feature of affixoids is their correlation with the original roots of meaningful words, but the degree of this connection may be different. It is this feature that can become the basis for the classification of affixoids.

#### 4. Principles of classification of affixoids

An attempt to classify affixoids by the degree of connection with the basis is made by V. Yu. Ryazanov. He believes that semi-fixes are morphemes that are at the transitional stage on the way to converting root morphemes into affixes [9]. This definition of affixoid is rational, because some modern productive suffixes are the result of the transition of ancient roots (namely the second elements of compound words) to the status of suffixes. For example, the ancient German *-skapi* is present in modern English in the form of the suffix *-ship*, and in German *-schaft*.

V. Yu. Ryazanov developed the classification of English semi-affixes on the basis that not all components that repeat and make up long word-forming series have an equal degree of “affinity” to affixes. The reason for referring semi-affixes to a separate group of word-building elements is the ability of the word-forming components to connect with a large number of different root morphemes and keep generalized lexical meaning [9]. The researcher divides 30 English word-forming elements into 4 groups according to the degree of their approximation to affixed morphemes.

The first group includes 8 components that are most closely related to true affixes: *-man*, *-happy*, *-like*, *-free*, *-wide*, *-head*, *-well*, and *-ill*. In these affixoids the connection with the original lexical element is almost lost: analysis of word-forming series proves that the meaning of these word-forming constructs is significantly different from the meanings of the lexemes with which they are correlated. Important is the fact that all the above-mentioned components in all new words always have the same abstract meaning. A vivid example of the loss of primary lexical meaning is the *-happy* element, which, as an affixoid, develops the following meaning “obsessed with what is indicated in the first component”: *hump-happy*, *hate-happy* (in anger), *heat-happy*, *hobby-happy* (obsessed with some hobby), *footlight-happy* (mixed in the theater), *headline-happy* (very nutty), *power-happy* (intoxicated by power). The *-like* element acquires the meaning “similar to that which is denoted by the first component”, and there is a shift from the meaning of “similarity” to the qualitative characteristic of belonging to some group or type: *slave-like*, *baby-like*, *beast-like*, *young-like*, *fairly-like*, *lady-like*. The element *-free* in the post-position acquires a general abstract meaning: “one that does not contain a specific ingredient or characteristic (mostly negative) and demonstrates a word-like proximity



to the productive suffix *-less* (without something): *alcohol-free*, *cholesterol-free*, *corn-free*, *dairy-free*, *tax-free*, *carefree*, *trouble-free* (reliable), *milk-free*. The element *-wide* has the generic meaning "spread over a certain territory, designated by the first component". It is possible to observe the contradictions between the meaning of the word *wide* when used individually and its semantics the "infinity" of the first and the "limited" of the second: *campus-wide* (common across the university or college), *continent-wide* (the one used in the whole continent), *worldwide*, *society-wide*, *population-wide*. The meaning of the *-head* in the post-position has changed a lot compared to the meaning of the word *head* (part of the body), as a postpositional affixoid it functions as an agent suffix that forms compound words with a negative connotation such as *acidhead* (a person who regularly uses LSD), *cokehead* (a person who regularly uses cocaine), *crackhead* (a crack addict), *cubehead* (LSD addict), *hashhead* (cannabis smoker). In some formations, the affixoid *-head* is used in a metaphorical meaning to construct new lexical units with the meaning "fool, dumb": *airhead*, *beef-head*, *blockhead*, *bubble-head* etc. *As we can see, at the base of each word-making value of an affixoid is a certain value of the original basis.* The semantic connection to it is stronger if the affixoid correlates with the primary, central meaning of the corresponding basis, and weaker if the affixoid correlates with its peripheral meaning.

The constructs of *well-* and *-ill* are distant from the independent words that correlate with them. These affixoids make up semantic rows in which *well-* is used to indicate a positive evaluation of what is determined by a component in a postposition, and *ill-* with an abstract meaning of incompleteness or bad quality of what is determined by a second component: *well-advised*, *well-affected*, *well-becoming* (correct), *well-conducted* (educated, tactful), *ill-conceived*, *ill-considered*, *ill-defined*, *ill-fitted*, *ill-found*, *ill-founded*. If we speak about the affixoid *-man* in the words *snowman*, *rainman*, *iceman* (the killer) the primary lexical meaning "man, man" is already completely lost.

The loss of the primary lexical meaning is characteristic of the description of the French word-building element *-homme* (bonhomme), German *-mann*. It is interesting to note that in Russian and Ukrainian languages "человек, чоловік" are not affixoids. On the other hand, borrowed English word-formant *-man* became widely used in modern Slavic and French languages: Ukr. *бізнесмен, спортсмен*, fr. *sportsman, businessman*.

The group of affixoids that are closest in nature to affixes are international terminological elements, because the semantic connection of such components to their source (Latin or Greek) is gradually disappearing: *avia-*, *hydro*, *aqua*, *-logy*, *-scope*, *-graphy*, *mini-* / *mini-*, *maxi-* / *maxi-*, *retro-*, *geo-*, *zoo-*, *bio-*, *aero-*, *auto-*, *agro-*, *-phone*, *-drome*, *-cracy*.

V. Ryazanov refers to components *-buster*, *-person*, *-boy*, *-looking*, *-intensive*, *-rich*, *-proof*, *-friendly*, *-minded*, *-speak*, *-hop*, *-worthy* to the second group. According to the researcher, they have not yet completely lost their primary lexical meaning, but during semantic analysis there is a certain change in the meanings of the components in comparison with independent words. The *-buster* construct, although it retains some of the semantics of destroying, but is used in units as an agent suffix and performs the function of the suffix *-er*: *city-buster* (atomic bomb), *keister-buster* (person who breaks safes), *bridge-buster*, *cop-buster* (killer of policemen), *door-buster* (apartment thief), *omni-buster* (bus thief). It is interesting to see examples where the units containing this word-building element lose their negative connotation because of the negative meaning of the first component: *crime-buster*, *sin-buster*. In some cases, the word-building *buster* loses its negative semantics: *bronze-buster* (sculptor), *cloud-buster* (ball that flies high in baseball). In our opinion, we can talk about metaphorization and the development of a new meaning “conquest, victory in the fight”. The elements *-person* and *-boy* act as agent suffixes, but in the first case, there is a lack of gender differentiation, which is particularly relevant in today's English-speaking society with a steady tendency to fight gender discrimination: *barperson*, *counterperson*, *spokesperson*, *statesperson*, *chairperson*, *chairperson* of the meeting, delegation. When creating words with a suffixoid *-boy* the age is emphasised: *busboy* (assistant waiter), *cabin-boy* (jungle), *chore-boy* (farm assistant), *errand-boy* (courier boy). As the second component of compound words, the element *-looking* has changed its semantics and has a more generalized character compared to the meaning of the independent word “looking”: *European-looking*, *trim-looking*, *young-looking*, *bilious-looking*, *frail-looking* (weak, painful in appearance), *good-looking* (with good and pleasant appearance).

The word-components *-intensive* and *-rich* have partially lost their semantical meanings and become close to the suffix *-ful* in function. The word-building element *-intensive* develops the meaning “the one that con-

tains a large number of components defined by the first element of a compound word”, which retains the connection with the adjective intensive (careful , rough), but is still different in terms of quantity: *disc-intensive* (which takes up a lot of hard disk space), *steel-intensive*, *data-intensive* ( the one that requires a lot of information processing). The same characteristics may be given to the component *-rich*, which, unlike the independent word with the lexical meaning “wealthy”, acquires the meaning of “high degree of concentration of a certain substance”: *carbon-rich* (with high concentration of carbon), *fat-rich* (with high concentration of fats) , *lead-rich*, *asset-rich*, *resource-rich*. The word-forming element *-proof* in the post-position develops the meaning "protected, usable under the conditions specified in the first component of the word" (compare with the meaning of the independent word "strong, impenetrable, stable"): *audience-proof*, *wrinkle-proof fabric* etc. The element *-friendly* also undergoes some desemantization: instead of the meaning of the word “friendly, benevolent”, the new semantic meaning “educated, prepared for the convenience and benefit of whoever or who defines the first component” has appeared: *environment-friendly*, *ozone-friendly* ( harmless to the ozone layer of the atmosphere), *Earth-friendly*, *reader-friendly* (useful for the reader (about summaries, footnotes, etc.)), *listener-friendly* (easy and enjoyable to listen to). The meaning of the word-forming element *-minded* is characterized by the semantic shift in comparison with the meaning of the independent word *minded* “ready to do something”. This construct points mostly to a person’s mental activity, outlook, and interests, such as *civic-minded*, *high-minded* (1) noble, generous, 2) arrogant, feeble-minded, dumb, dumb, retarded ), *reform-minded* (with reformist views). The peculiarity of the word-formant *-speak* is that while *speak* is a verb with the basic lexical meaning to talk, in postposition it forms nouns with a common meaning of “specific language, jargon, which characterizes a certain person, group, style”: *sportspeak* (language of sports journalists and commentators), *teacher-speak* (professional vocabulary of teachers), *media-speak* (jargon of specialists in the field of media). The word-building element *-hop* makes up a group of lexical units with the same general meaning "frequently changing location, place of work, living conditions, etc.". The meaning of this affixoid is semantically different from the isolated word *hop* (to leap); it has abstracted meaning based on metaphorical associations, such as *barhop*, *boutique-hop*, *booth-*

*hop* (kiosks, tents), *galaxy-hop*, *island-hop*. The word-building element *-worthy* becomes “worthy of something which is mentioned in the first component”: *applause-worthy*, *award-worthy*, *ear-worthy*, *praise-worthy*, *headline-worthy*, *newsworthy* (interesting). As we can see, the meaning of the word-building element does not differ much from the meaning of the basis from which it derives: “deserving something”.

The third group includes the components *-type*, *-style*, *much-*, *near-*, *mock-*, *big-*, *new-*. They are quite remote from the real affixes because of the limited combinatorics and scope, and the semantic relation of these constructs to the corresponding basis is clearly seen. For example, *-type* and *-style* formants are used to refer to phenomena that are of a particular type or style, similar to something: their meaning may coincide with the meaning of the corresponding isolated word: *ballon-type*, *church-type*, *discussion-type*, *horse-drawn-type*, *hospital-type*, *hospital-type*, *police-type*, *European-style*, *French-style*, *antique-style*.

The meaning of the formant *much-* is more closely related to the definition of the phrase “a lot of, plenty of”, but acquires some abstract meaning of the degree of action or quality – “the one with a high degree of quality described by the component in the postposition”: *much-admired*, *much-appreciated*, *much-beloved*, *much-complimented*. It is also necessary to pay attention to the similarity of the word-forming construct *much-* and the prefix *multi-*, which expresses the meaning “many” for objects that can be counted. The word-building element *near-* does not also undergo significant changes in the semantics, being close in meaning to the isolated word *near* “close, almost all” and developing the meaning “one that does not fully correspond to the qualities required”: *near-beer*, *near-crisis*, *near-panic*. The peculiarity of the element *mock* is that, as an affixoid, it loses its negative semantic coloring “false, fake, implausible” and becomes “one that imitates a particular phenomenon or process”: *mock-attack*, *mock-fight*, *mock-heroic* (pseudo-heroic, usually characterizing a certain kind of poetry that uses exaggeration to create a satirical / ironic effect), *mock-cream* (cream of powdered milk, margarine and sugar), *mock-duck* (a piece of crispy pork made with sage and apples). The components *new-* and *big-* have also undergone partial desemantization: they maintain close relationship with the corresponding independent lexical unit with the meaning “just appeared”, “large”: *new-age* (modern, characteristic of a new generation), *new-born*

(recently born), *new-come*. The meaning of the construct *big* “significant, important” implies the idea of significance but not the one of size: *big-apple* (the biggest, most important part), *bigcasino* (the main stage), *big-education* (education system).

And, finally, the most distant from the real affixes are word-building components *work-*, *-based* and *-made*, the characteristics of which meet the basic criteria for attributing repetitive components to the category of semi-affixes, since desemantization is not observed in these cases. The meanings of these elements completely correspond to the meaning of the independent words “work”, “built on certain principles”.

In our opinion, the above-mentioned classification needs some clarification. First, it remains unclear why in this classification the author forgets about widely accepted used affixoids, such as *-gate*, *-berry*, *-land*, *-ware*, *-monger*, *-book*, *-wise*, *-box*, which are very productive in English (for example, there are about 40 lexical units with the word-building element *-monger* (*warmonger*, *fishmonger*, *newsmonger*, *whoremonger*), which is actively used to create occasional units and in slang. Second, it is very difficult to agree that the constructs *big-*, *work-*, *-made*, *-looking*, and *-based* are semi-affixes. If we turn to the element *big*, then its linguistic status is doubtful, because it is quite possible that it is not part of a compound word, but an independent root that acts as a member of the attributive phrase. We believe that there are no grounds to consider the components of the complex words *-made*, *-looking*, and *-based* as affixoids / semi-affixes, because there is a vivid connection with certain phrases such as *old-looking* = *looking old*, *city-based* = *based in the city*, *Chinese-made* = *made by Chinese*. Thirdly, in our opinion, it is not correct to unite into one group of affixoids / semi-affixes the elements *-buster*, *-person*, *-proof*, *-hop*, *-friendly*, which undergo considerable desemantization, with the affixoid *-worthy*, which almost retains its primary lexical meaning.

B.I. Bartkov [1] suggests his own classification of English word-building elements. The linguist uses both the term “suffixoid” and the term “semi-affix”, and puts different meanings into these terms. The researcher figures out four stages of development of English word-forming elements on the way of their transformation into suffixes:

1. Actually compound words. The linguist has counted that sometimes 10-15 words are formed with the same finite constituent, such as *-legger*,

*-hide, -herd, -lore, -shoe*. Due to the low productivity of models with such word-forming formants, the desemantization of the finite element is not observed and the suffix valence is zero.

2. Suffixoids. Suffixoids are characterized by high diachronic performance (30-70 words), high synchronous performance, a certain degree of desemantization and the presence of suffix valence. B.I. Bartkov refers the elements *-smith, -wright, -tight, -ware, -box, -book, -yard* to this group.

3. Semisuffixes. In word-forming formats *-monger, -land, -berry* we can observe a significant change in the semantics of the word-forming element, there is high synchronic and diachronic (100-200 words) valence.

4. Suffixes. The suffixes themselves are characterized by increased diachronic performance (300-400 words), resulting in native speakers perceiving *-proof, -wise, -ship, -man* elements as suffixes, using them freely in new acts of word formation.

This classification provokes a number of questions. First, the reason why the researcher considers “semi-affixes” more “suffixed” formants than “suffixoids” is unclear. From the etymological and semantic point of view there is no reason for this, especially since in modern linguistic literature these terms are used in a synonymic way. Secondly, it is rather contradictory to combine the elements *-proof, -wise, -man* into one class with the suffix *-ship*, which is used to form abstract nouns and has nothing to do with the homonymic word *ship* used to designate a boat. At the same time, one cannot ignore the fact that the elements *-proof* and *-man* still retain some connection with the corresponding words, at least in some of their lexical meanings. For example, the element *-man* is often used to refer to professions, activities, and occupations of certain people: its meaning is the same as the basic meaning of the word *man* – “person”, that is, semantic connections are not always difficult to notice. But it should be noted that B.I. Bartkov was not the only one who considered the element *-man* to be an affix. P.M. Karashchuk keeps to the same theory and believes that *-man* is a suffix that retains the lexical features of the word *man*.

Thus, it should be noted that there is still no *unity* in the question of which units should be referred to affixoids. For example, J. Nesfield [221] refers to the number of suffixes (suffixed words) the following word-building elements: *-guard, -son, -right, -wise, -monger, -like, -monger, -like, -man, -craft, -ward*. H. Marchand thinks that only *-like, -worthy, -monger,*

-way, -ways, -wise belong to the number of affix-like root morphemes [19]. I.V. Arnold adds *-man*, *-berry*, *-land*, *-proof*, *-wright* to this list.

Turning to the French language, Jean Du Bois states that in modern French, some meaningful words (namely, nouns) have become – or are on the way to – suffixes. To such lexical phenomena the researcher refers the word-building elements *clé*, *pilote* in formations like *position-clé*, *classe-pilote*, and in special technical terminology – constructs *moteur*, *réacteur*. The use of a particular pattern makes the linguist refer such words as *turboréacteur*, *statoréacteur* are simple in their structure and the element – *réacteur* is a suffix. According to J. Dubois, the syntagmatic role of the element *réacteur* coincides with the role of the elements *-ificateur*, *-ateur*, or even *-euse* – they perform the word-forming role of suffixes and are significantly different from identical independent words. The researcher completely misses the stage of affixoids and considers words with similar repetitive elements simple. A similar hypothesis can be found in the works of L. Hilber and P. Gilbert, who also believe that the components of the compound words *choc*, *clé*, *pilote* have evolved or are on the way of converting into suffixes.

V.P. Motashko suggests, as hypothesis, that the usage of such components does not lead to creating of compound, affixal words, or word combinations, but units characterized by their own status in a language that the researcher defines as intermediate or indefinite [8, p. 62]. It is difficult to disagree with this statement if we remember the opinion that is common in modern linguistics that the natural word-formation process in all languages develops in the direction of: sentence – phrase – word. There is an assumption that the intermediate chains can be located anywhere along this path. According to V.P. Motashko, “the morpheme can remain intermediate (neither root and nor affixal) until sufficient quantitative and qualitative features are accumulated that will lead to *its own denial*, thus transforming it into a fundamentally new quality” [8, p. 62].

N. M. Malkina and N. A. Shigarevskaya share another point of view. These linguists regard the second component as transforming the noun into an adjective and attempt to prove the morphological independence of the components that make up such words by considering them to be free phrases. And the constructs of compound words containing the above-mentioned elements are considered to be complete words, not formal analogues of words.

These elements should be attributed to the class of affixoids, since they have not yet lost their primary lexical meaning. French affixoids also include *type*, *modèle*, *vedette*, *standard*, *limite*, *plafond*, *record*, *éclair*, *choc*, *drapeau*, *phare*, *miracle*, *témoin*, *charnière*, *fleuve*, *plancher*, *marathon* that are highly productive in realizing the word-building model “noun + noun”: *atelier-pilote*, *industrie-pilote*, *grève-pilote* (pilot meaning “leading, advanced”), *texte-clé*, *poste-clé*, *figure-clé*, *question-clé*, *problem-clé* (the element clé develops the meaning “important, significant”), *question-choc*, *régime-choc*, *prix-choc* (the element in the postposition has the meaning “shocking, extremely strange”), *ville-type*, *situation-type*, *reponse-type* (the element type means “similar”), *arme-miracle*, *usine-miracle*, *remède-miracle* (the constituent in the postposition means “wonderful, miraculous”), *magasin-témoin*, *appartement-témoin*, *lampe-témoin* (noun témoin has the meaning “observing”), *saut-record*, *niveau-record*, *moyenne-record* (the post-position element develops the meaning “best, highest”), *événement-phare*, *livre-phare*, *personnalité-phare* (the element phare that is translated as “lighthouse, headlamp” develops the meaning “important, significant”), *enquête-éclair*, *grève-éclair*, *funérailles-éclair* (the basis éclair with the meaning “lightning” becomes “unexpected”), *âge-charnière*, *zone-charnière*, *rôle-charnière* (the post-positional element develops the meaning “movable, mobile”), *texte-fleuve*, *voyage-fleuve*, *procès-fleuve* (the primary meaning of the base fleuve – river, and the suffixoid develops meaning “long, fluid”), *cas-limite*, *film-limite*, *prix-limite* (limite means “extreme, limited”), *prix-plafond*, *niveau-plafond*, *salaire-plafond* (the element plafond (literal translation “ceiling”) develops the meaning “highest possible, highest available”), *match-marathon*, *examen-marathon*, *séance-marathon* (*marathon* means “very long”), *prix-plancher*, *tariff-plancher* (the element plancher with the meaning floor develops the meaning the “lowest possible”).

E.S. Dyachkova analyses “semi-suffixes” in terms of their place in the word-forming chain. She proposes to attribute to the nuclear zone proper “semi-suffixes”, that is, word-forming units that have arisen on the basis of a simple root morpheme, to the nucleus zone – connecting forms (root morphemes of Greek and Latin origin), and to the periphery – derived basics and elemental bases and body elements words (-aholic: *workaholic*, *shopaholic*) [2].



Affixoids are linguistic word-formants that have the characteristics of both roots and bases and affixes. Summarizing the above-mentioned approaches to the definition of affixoid / semi-affix, we can conclude that the main criteria for the selection of affixoids are:

1. Repetition a specific component in a large number of units. To prove this thesis, we turn to the international affixoid mania with the meaning “unhealthy attraction, obsession”: *aboulomania* (pathological inability to make a decision), *capnomania* (addiction to smoking), *catapedomania* (abnormal interest in high jumps), *cheromania* (constant attraction to entertainment, fun), *chionomania* (constant desire to see snow), *choreomania* (obsession with tank), *chrematomania* (obsession with money), *chronomania* (obsession with time), *cingulomania* (men have a strong desire to hug a woman), *clinomania* (desire to stay in bed), *cremnomania* (obsession with mountains and rocks am), *cresomania* (dream of having a big pile of money), *cynomania* (excessive love for dogs), *cytheromania* (synonym for nymphomania), *francomania* (obsession with all french), *fumimania* (smoking addiction), *gallomania* (affection for all french), *gamomania* (desire to make extravagant offers to marry), *Grecomania* (admiring all Greek), *gymnogynomania* (desire to spy on other people when they are undressed), *gynonudomania* (the desire to rip clothes off a woman), *habromania* (desire to constantly have fun), *hedonomania* (constant pursuit of pleasure), *heliomania* (desire to be under the sun all the time), *hellenomania* (fascination with Greece and Greeks)), *hematomania* (blood obsession), *heroinomania* (heroin addiction), *hieromania* (pathological hallucinations on religious basis), *hippomania* (obsession with horseback riding), *hodomania* (desire to travel), *homicidomania* (murder mania), *hydromania* (irrational attraction to water), *hylomania* (passion for the material side of life), *hyperpolysyllabicomania* (excessive love for pathetic expressions), *ichthyomania* (excessive passion for fish), *iconomania* (excessive love for images of God and the saints), *idolomania* (the urge to create their own idols), *internetomania*, *Italomania* (fascination with Italy and all Italian), *Japanomania*, *kathisomania* (desire to sit down), *klazomania* (desire to shout all the time), *klopeomania* (synonym of kleptomania), *lalomania* (desire to speak and speak constantly), *orchidomania* (obsession with orchids), *phytomania* (obsession with plants), *planomania* (anomalous desire to obey social norms), *plutomania*, *polemomania* (attraction to war); *anglomania*, *andromania*, *biblio-*

*mania, graphomania, demonomania, erotomania, kinomania, kleptomania, necromania;*

2. the ability to form blends with the bases of different origin. For example, as we can see from the above examples, the element-*mania* can be combined with both Greek-Latin borrowing bases and words of German / Roman / Slavic origin;

3. changing the meaning of an affixoid as compared to a single word, namely, obtaining a broader meaning for the designation of a particular word-forming category. For example, a complex of *mania* (Greek-Greek. *μανία* – passion, meaninglessness, craving) may act as part of the name of common psychiatric abnormalities (*persecution mania*), and as an affixoid meaning "pathological attraction to something, irresistible thirst" with a negative color, for example, fr. and English. *oreximania* (abnormal thirst for constant eating), *trichokryptomania* (desire to tear out your own hair), *strychninomania* (mental deviation due to strychnine poisoning).

Words that contain these elements can no longer be called compound because it is difficult to find a semantically identical syntactic structure (word combination or sentence). But we will not call them simple ones, because we can clearly distinguish several word-elements with some lexical meaning.

Based on all the above-mentioned facts, we can distinguish the following classes of affixoids by origin:

1. Affixoids, which were formed on the basis of the root morpheme due to the high frequency of use, abstraction of a specific lexical meaning, and categorization (Eng. *-gate, -friendly, --babble, -man, -like, -berry, -person, -boy, – wise, -head, -ware, -speak, -hop, -monger, -style, -type, -mock, -intensive, -rich, -proof, -free*; Fr *-clé, -pilote, -limite, -standard, -type, -modèle, -doctoir, -miracle, -vedette, -record, -plafond, -plancher, -limite, -suicide, -espion, -bidon, -charnière, -drapeau, -phare, -éclair, -fleuve, -fan-toche, -maison*;

2. International affixoids, namely elements of Greek and Latin origin, which are primarily used for term formation: Eng. and fr. *-phobia -philie, -mania, -logy / logie, -therapy / -thérapie, mini-, maxi-, midi-, retro-, -pseud-, -graphy / -graphie, -craty / -cratie, -scopy / – scopie, geo- / géo-, bio-, zoo-, psycho-, techno-, -pathy / -pathie, -drome*;

3. Borrowed elements that acquire affixoid status in recipient languages, for example, fr. *-club*, *-maker*, *-man*, *-art-*, *-tour*, *-ball*, *-show*, *-business-*, *-net*, *CD-* (borrowed from English).

### 5. Conclusions

In modern word-building the tendency to affixoidation is observed, compound words are built on the basis of existing sentences and word-combination, but according to the already existing word-building patterns just by adding root morphemes. And this peculiarity makes these morphemes close to affixes.

Affixoids, as word-units of intermediate (marginal) status, have the following significant characteristics: productivity, ability to express some specific lexical meaning, possibility to develop some abstract meaning, referring the object to a certain class or a sub-class, ability to be combined with different word-building elements.

In modern linguistics there are alternative variants for nomination of such element: semi-affixes, combining forms (forms which are combined), suffixed elements, half-free morphemes, bound morphemes, word-building elements of the special status, subaffixes, form, which can be combined. One of the founders of the theory of affixoids (semi-affixes) was M. D. Stepanova, who identified the main features of these word-forming constructs: 1) designation of a certain word-forming category; 2) high productivity; 3) functional closeness to real affixes, because of the development of a new generalizing meaning.

Making new words with the help of affixoids is getting more and more productive, so new words are built by means of quasi-compositon, because new lexical units are not built on the basis of the existing sentences and word-combinations (units of the syntactical level of language). This method of word-building become very popular not only in English and French, but also in Slavonic languages that may become the material for future linguistic research, as word-building systems of modern languages are characterized by tendencies to economizing language efforts.

The same tendency may help to explain the appearance of occasional lexical units wich have been created with the usage of affixoids, this direction of research can also be very promising, as occasional words appear every day.

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TRANSLATION AS INTEGRATIVE COMPONENT  
OF INTERCULTURAL COMMUNICATION

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**Abstract.** *The purpose* of the article is to analyze intercultural communication development and its formation in terms of the social world globalization, to consider the phenomenon of different people's cultures interaction, to study translation as an important component of intercultural communication. *Methodology.* The use of structural analysis methods, descriptive method, comparative analysis method allow to analyze the intercultural communication formation, its close development with human society, to establish certain relations between two texts in different languages (original text and translation text), to reveal the internal translation mechanism, as well as to identify changes in form and content that occur when original unit is replaced with equivalent unit of translation. *Conclusions.* Intercultural communication plays a significant role in the modern world. Development of economic, trade, and cultural contacts, increase in overseas tourism, possibility of getting education abroad, international students' exchanges, foreign internships and many other present days events and facts have intensively actualized the problems of interethnic and intercultural communication and interaction. Practice shows that in order to maintain and develop various contacts and forms of communication, not only the appropriate language, but also the names and rules of a different culture are necessary: behavior models, psycho-cultural etc. In the course of research it was proved that intercultural communication promotes enrichment and contributes to cultures mutual development. In the process of intercultural communication an important role belongs to translation, as far as it involves overcoming cultural distance between the communicants and

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is aimed at ensuring their understanding, breaks the interlingual and intercultural barrier. These knowledge shape a specific national-cultural mentality. In this context, translation is regarded as an integrative component of intercultural communication. A specific kind of intercultural communication is literary translation, which is based on a certain system of verbal forms that has sense and meaning expressed by the means of one language (original language) and transcoded into another (translation language) by various transformations occurring at all levels of both language systems. Literary translation is always interaction and interplay of cultures to which the original text and the translation text belong. This influence cannot be reduced to linguistic interaction only, it covers all aspects of life, reflected in the work of art; a specific national color inherent to it; the national particularity of the original work. Translated literature is obviously the most adapted acquisition of alien cultures due to the special material of this art, which is a language. The picture (model) of the world of the original work is superimposed on the picture (model) of the world of other cultures. There are some translating difficulties occurring while interpreting a phraseological units, transmission of Ukrainian life realities in a foreign language.

### 1. Introduction

As far as it is known, communication process arises in the human environment and is based on the ability of people to communicate with each other. In general, communication is an important factor in the society existence, since there is no society without communication.

During the XX-XXI centuries we are observing active development of new information technologies (mobile communication, Internet, social networks), which gives an opportunity to take a fresh look at the content of the communication process. Modern communication society is characterized by the constant multiplication, acceleration, compaction and globalization of communications, the number of which is constantly growing and changing; more and more people are involved in the communication process, and interconnections between individual communications are becoming wider. Society has become dependent on them.

Single information space, economic and socio-cultural processes, social mobility, openness of borders have long ago transformed humanity into a whole world community, the main development tendency of which is inte-

gration that creates better opportunities for communication of people in different fields of activity. This applies in particular to the cultural sphere.

Widening of integration between countries, peoples, and ethnic groups raises questions about the cultural identity and cultural differences of each. With increase in interstate and intercultural interactions, importance and role of ability to determine the cultural characteristics of peoples, to respect them and to find a certain “common language” grows. Therefore, in this new situation, communication becomes the object of study. Nowadays, the problem of intercultural communication is of interest to many domestic and foreign scientists, among which it is necessary to name Ph. Batsevych, O. Frolova, I. Bakhov, N. Kalashnyk, O. Krychivska, E. Holl, Jh. Trager, T. Hryshevtska, V. Kan-Kalyk, F. Strodback, S. Ter-Minasova and many others.

Translation as one of intercultural communication varieties deserves particular attention. The purpose of our study is to analyze intercultural communication development and its formation in terms of the social world globalization, to consider the phenomenon of interaction between different peoples cultures, to study translation as an important component of intercultural communication.

## **2. Survey methodology**

Theoretic grounds of research include the concept of intercultural communication, represented by foreign and domestic scholars. Identification of important topic of study problems proper relevance and their defining grounded the necessity of following the requirements of the systematic analysis method.

In the process of studying the features of translation, a comparative analysis of translation text form and content was applied in relation to original form and content. Translations comparative analysis gives an opportunity to find out how typical translation difficulties related to the specifics of Ukrainian and English are overcome, as well as what elements of the original remain untranslated.

## **3. The history of “intercultural communication” concept: genesis of the problem**

Emergence of intercultural communication, like most sciences, is caused by needs of society. According to many researchers, it dates back to



ancient times, when people had to establish different contacts with foreigners, which required tolerance and some knowledge on cultural differences between peoples.

Let us note that in ancient times ancient Greek philosophers associated communication with rhetoric. Therefore, the study of communication process has evolved in two directions: logical and literary ones. The first was from Aristotle, who believed that as far as good speech should be persuasive, effective speech is ultimately reduced to persuasiveness that is to win confidence and sympathy of listeners with declamatory skill. Isocrates, who believed that a good speech was the one that was lavishly decorated and constructed according to the canons of aesthetics, founded another direction. Logical direction existed before Hellenism, and was later supplanted by the literary one.

Ancient Greek philosopher Plato, pupil of Socrates, was the first to regard writing and speech as "ways of exchanging information between people" in the "Phaedrus" dialogue [12, p. 185-186]. Besides, Plato feared that writing in future would lead to such a life transformation that would contribute to memory impairment, as it would be less trained: «People will trust the records, the third-party characters, not themselves. It will seem to them that they know a lot, though they will remain ignorant. It will be difficult to communicate with them» [12, p. 187].

With intensification of contacts between peoples aided by the great geographical discoveries, cultural ties between peoples have increased. With arising of diplomatic relations, information on national and cultural features of different countries became a component of professional international activity.

Particularly acute problem of communication between peoples arose after World War II. During those difficult times, a great deal of international cooperation was gained, including Peace Corps activists who were deployed to various countries to assist. Still lack of knowledge and skills in intercultural and interethnic communication often led to failures in volunteers positive intentions.

In order to overcome these negative effects, in 1946, a special institution was established in the United States – the Foreign Service Institute, aimed at training international military and other specialists to work in other countries, diplomats, Peace Corps volunteers, intelligence officers. One

of the goals of this organization was to promote elimination of interracial and interethnic conflicts. The Institute was headed by American Cultural Anthropologist, Cross-Cultural Researcher, Founder of Proxemics, Edward Hall. As an experienced organizer and excellent scientist, he built a strong team of professionals, inviting experts from various fields: psychologists, sociologists, cultural scientists, anthropologists and others. The US State Department instructed the Institute's experts to develop a program to adapt American diplomats and business people abroad. Work on the program was continuing for 1951-1955.

It is widely believed that it was then, in the 1950s, that the concept of "intercultural communication" emerged, an interpretation of which can be found in the works by E. Hall "The Silent Language", 1959 and "Culture as Communication", 1954.

E. Hall and his associate G. Trager, who also worked at the Institute, understood communication as "the ideal goal that a person should strive for in his desire to adapt to the outside world as best and effectively as possible" [11, p. 108].

It should be noted that at first, to describe intercultural communication, classical understanding of culture was used as a more or less stable system of conscious and unconscious rules, norms, values, and structures, artifacts that make up national or ethnic culture. In this case, it is mostly about stereotyping in understanding of different cultures representatives. Much later, in "Beyond culture" 1976, E. Hall said that, in his view, there were certain dimensions of intercultural communication, those are dimensions of culture that bind social societies and nations, and determine the specificity of each of cultures.

It is of interest that in the same work Hall identifies context as one of the characteristics of a cultural society. According to the scientist, difficulties in the implementation of intercultural communication do not arise through a language code or a set of symbols, but rather through a context that may contain several meanings. "Without context, code is considered incomplete, imperfect because it is only a part of the message being transmitted" [3, p. 134]. In "The Silent Language" monograph, E. Hall developed his ideas and demonstrated the culture close connection with communication. He wrote: "Culture is communication, and communication is culture" [5, p. 275]. Grounding on this statement of American researcher, Western

scientists began to portray the culture in the form of an iceberg, “based on cultural values and norms, and its pinnacle is the individual behavior of a person, which is determined by them and is manifested primarily in communication with other people” [5, p. 276]. Thus, for each person, the experience of other cultures is significant, and each culture “needs to interact with other cultures in order to survive” [17].

Hence, the concept of "intercultural communication" reflected the specificity of relationships between people belonging to different cultures. This definition was interpreted as interpreting the term broadly.

American researchers K. Kluckhohn and F. Stroudback continued E. Hall's research and suggested their methodology for studying different peoples' cultures. They believed that the main differences of cultures can be established by the relation of individual cultures to such concepts as assessment of human nature, attitude of man to nature, the concept of time, assessment of activity / passivity etc.

Since the mid-1960s the problems of intercultural communication have begun to be studied purposefully at the University of Pittsburgh (USA). Scientists came to the conclusion that “language is one way of perceiving objects and phenomena by members of a particular cultural group” [21, p. 102].

Well-known American scientists L. Samovar and R. Porter in their work "Intercultural Communication: A Reader" supported this paradigmatic approach and expressed the view that "non-verbal symbols, which are positively evaluated and perceived by one culture, can receive negative interpretation and evaluation in carriers of other cultures ” [20, p. 387].

The skills in the field of intercultural communication became particularly relevant during rapid development of international contacts, which began in the 1970s. This was caused by practical needs arising from rapid economic development in many regions and countries and globalization of economic activity in general. It should be noted that with each passing year the intensity of contacts between representatives of different cultures was increasing.

It was at the time when the term "intercultural communication" in the narrow sense appeared in the scientific literature, which can be found in L. Samovar and R. Porter's "Communication between Cultures" (1972). The researchers stated that there always is messages exchange during communication process, that is transmission of information of different nature between the participants of communication.

In the 1970s, a scientific field was formed, the core of which was the study of not communication only, but also of those communicative failures and their consequences that take place in situations of intercultural communication.

In the modern world, which is characterized by constant increase in societies' information potential, globalization, development of integration processes, blurring of established borders, the need for scientific understanding of intercultural communication phenomenon, immanent nature of which has radically changed due to emergence of new communications, becomes especially relevant. Today, the term "intercultural communication" has many interpretations, considering the ambiguity of discourse. Sociologists, philosophers, linguists, cultural scientists and representatives of other sciences, are still studying it.

It should be noted that in modern Ukraine the study of "intercultural communication" concept is in its infancy. Different definitions of this term are found in the works by V. Andrushchenko, L. Huberskii, V. Yevtukh, A. Yermolenko, H. Kasianov, L. Nahorna, V. Bakirov, and N. Kostenko, L. Sokurianska, Y. Soroka and many other Ukrainian scholars. Majority of scholars interpret this term as an interaction between representatives of different cultures in a multifaceted form, namely: exchange of information, thoughts, feelings. This is evident in personal contacts, business, the scientific and educational world, tourism, sports and more. Other researchers (O. Kuchmii, L. Huberskii, etc.), by intercultural communication, understand "adequate understanding of two participants in a communicative act belonging to different national cultures" [10, p. 78].

It should be emphasized that each person who is a messenger of a particular nation's culture, also represents their own subculture inherited from the family (rules, norms, traditions, customs, etc.). Therefore, we can conclude that the concept of "intercultural communication" is multifaceted and consists of two main components: communication and culture.

It should be remembered that any communication in the socio-cultural space is a reflection of intercultural connections of some groups of people in a certain historical period of its development. In the process of intercultural communication, not only is the process of cognition, but also enrichment, renewal, which becomes a powerful impetus for the further development of both cultures.

### 4. Translation as an important aspect of dialogue between cultures

As noted in the previous sections, intercultural communication is related to different sciences, namely: history, ethnology, cultural studies, linguistics, psychology, sociology. Therefore, depending on the subject of study, different aspects of intercultural communication are distinguished. It is known that the key ones among them include cultural, linguistic, ethical, psychological, social-communicative, professional and applied. In this section, we analyze the linguistic aspect of intercultural communication, an important component of which is translation.

Widely known is W. Churchill's humorous saying: "Dictators should be afraid of their translator and dentist, because they are more powerful than themselves". Of course, there is a deep wisdom behind every joke. So the interesting question is: "What is the power of translation?"

It should be noted that the science of translation has gone a long way in its development. In different periods of human life, translation was treated differently.

In the treatises of an ancient Roman politician, prominent speaker, philosopher and writer Cicero, who translated the works of Plato and Demosthenes, there are references to translation and translators, reflections on the theoretical problems of translation.

It is in the writings of Cicero for the first time that opposition to the categories of translation theory emerges, including the juxtaposition of free translation with the literal.

The main work of the great ancient thinker on this problem was the preface to his own translations of the famous speeches "On the wreath" by Demosthenes and Aeschines, also known as the treatise "De optimo genere oratorum" ("On the best kind of speakers"). In this treatise, Cicero himself comments on a translation he made of the speeches of famous Greek speakers. Important in the work is that its author clearly distinguishes between translation and literary creativity. Cicero notes that he translates texts of the speeches not as an ordinary translator ("interpre" as an "interpreter") but as a writer (perhaps that is why Cicero allowed some freedom in translation). Generally preserving the structure of phrases in original texts, words order, shapes of the language, interrelation of thoughts, he uses words that are familiar in the Latin environment. Cicero did not seek to convey the text literally, retaining one or another number of words, the main thing for him

was to convey the very concept, its meaning. In modern language it can be said that Cicero meant the paraphrase, when a single word of the original, without the language in which it is translated, the monosyllabic equivalent, is replaced in translation by a combination of several words.

Another thought of Cicero is noteworthy. He emphasized that he constructed his own translation text so as not to contradict Latin customs, that is, the norms of Latin, seeking to make it pleasant and beautiful, in other words, aesthetically pleasing. This provision will be repeated many times later, in the Renaissance, when the question of translation role for the development of young languages would raise. In general, Cicero believed that translation was far below literary creativity.

In the Middle Ages, the interpreter monks were called "interpretes" and "hermêneuma". However, by the end of that era, this terminology became unused. Paradoxically enough, the pagan writer Cicero turned out to be the creative "mentor" of a deeply devout Christian who undertook the translation of the Holy Scriptures – St. Hieronymus. Jerome Stridonsky, a Christian theologian, writer of the IV century A.D., the translator of the Bible text from Greek into that time Latin, known as "Vulgate," in his treatise 'Letter to the Pamachite on Versions', considered the translator's primary goal as the ability to convey the content of the work. It should be noted here that Jerome was long since recognized as the spiritual mentor and patron of all translators. St. Paul's Day (September 30) is commemorated on the Catholic calendar as the International Translation Day established by the International Federation of Translators since 1991.

In the Renaissance, translation was more often viewed negatively as a step back from the original source. For example, the famous writer of the Spanish Renaissance M. Cervantes, by the mouth of his favorite hero, Don Quixote, compared translation with the inside of the Flemish carpet. A Catholic priest, initiator of the movement in the Church, later referred to as the Reformation, Martin Luther, who translated the Bible into German, believed that the main task for the translator was to convey the content of the work. "To translate means to speak correctly and fully by the means of one language to preserve the content of another" [9, p. 39].

The German philologist of eighteenth century V. Grimm even created a wonderful metaphor by which he compared the process of translation with an interesting sea voyage or crossing to another, unknown, shore.

Modern linguist W. Wills compared the job of translator to navigator behavior during the flight: it is important to choose the right course and constantly adjust it. Still this way is always not a straight line, but a zigzag [9, p. 39].

It should be emphasized that modern linguistics is characterized by increased interest to translation problems, which is an important condition for enhancing the role of intercultural communication processes in today's realities. Independent studies of this particular type of speech activity began to emerge only from the beginning of the twentieth century, which P.F. Kaye called 'the century of translation'. Perhaps that is why there is still no single common name for this science. The following terms are found in the scientific literature: translation science, translatology, translation, translation studies, theory of translation. There are differences of languages in the name of this medium, for example: English – a Science of Translating, translation studies; Spanish – traductologie, traductologia; French – traduction; Italian – Traduzione; German – Übersetzungswissenschaft, Translatorik, Translatologie, Translation.

In our opinion, the ambiguity of the term is explained by the difference in the meaning it contains. First, translation is a type of mental activity, the process of transmitting content expressed in one language by another. In the Ukrainian language for this purpose there is a term "translation". Secondly, translation is the result of this process, that is, text (oral or written). But despite the fact that these concepts are different, they represent a dialectical unity and complement each other organically.

A lot of modern linguists believe there is another broader concept than translation, namely: the concept of bilingual communication. The main focus of this process is language mediation, which includes translation, abstracting, translation and other adapted translations.

A special role in intercultural communication belongs to the artistic translation through which the reader has a unique opportunity to get acquainted with the works of world writers in their native language. In addition, according to researcher R. Zorivchak, artistic and scientific and technical translations play an important role in the process of formation and development of the standard of literary language – "the main features of a full-fledged nation" [7, p. 116].

A lot of researchers consider translation as an act of creativity. Yes, the well-known translation theorist V.S. Vynohradov noted that “translation is a special, peculiar and independent kind of verbal art. This is the art of ‘secondary’, the art of ‘re-expression’ of the original in the material of another language... Translation is quite different from any kind of art and is a special kind of artistic and creative activity, a kind of “secondary” artistic creativity” [4, p. 8].

Well-known Ukrainian poet and translator, thoughtful translation theorist M. Rylskii, expressed his consensus for many years: “ Translation is art as well as the original work, if it is a true translation” [13, p. 147]. According to the elocutionist, the translator must ‘pass’ the original work through oneself, fill it with aesthetic meaning. This attitude to translation as an act of creativity is reflected in the basics of modern theory of the so-called ‘egocentric translation’. In such a translation, the basic component is ‘creation by the translator’s artistic techniques of an emotional field capable of enhancing or reproducing the poetic thought of the original’ [13, p. 148], because this is how the translator is able to reproduce “purely national features of the literary era, situations that somehow affect the creative life of the individual. Then both the choice of the work and the method of translation will preserve the signs of his talent, aesthetic tastes, thinking, what constitutes his style” [13, p. 149].

In his sonnet "The Art of Translation" (1940), M. Rylskii (after V. Grimm) created a peculiar metaphor for the translator: the poet compares it to a hunter, and the translation process itself as a ‘hunt’ for the necessary, apt word. Poetic lines from this work remain relevant today.

*Так книга свій являє виднокруг,  
І ті рядки, що на папері стали,  
Ти маєш влучити, мисливцю вдалий,  
І кривним людям принести, як друг.*

*Не вбити, ні! Для всяких аналогій  
Межа буває: треба. Щоб слова  
З багатих не зробилися убогі.*

*Щоб залишилась думка в них жива  
І щоб душі поетової вияв  
На вас, як рідний, з чужини повів [14, p. 168]*



Undoubtedly, a talented translation is a small independent work in which translator not only conveys the meaning of the original, but also tries to express opinions that concern him or herself. For example, compare the well-known sonnet No. 66 of W. Shakespeare with translations made by Ukrainian poets. We remind the original text:

*Tired with all these, for restful death I cry, –  
As to behold desert a beggar born,  
And needy nothing trimm'd in jollity,  
And purest faith unhappily forsworn,  
And gilded honour shamefully misplac'd,  
And maiden virtue rudely strumpeted,  
And right perfection wrongfully disgrac'd,  
And strength by limping sway disabled,  
And art made tongue-tied by authority,  
And folly (doctor-like) controlling skill,  
And simple truth miscall'd simplicity,  
And captive good attending captain ill:  
Tired with all these, from these would I be gone,  
Save that, to die, I leave my love alone.*

In this sonnet W. Shakespeare refers to philosophical, social, ethical, aesthetic problems of being. The work is written in the form of a lyrical hero monologue who protests against an unjust world, in which all ethical norms are violated, and vanity and evil prevail. The lyrical hero wants to find oblivion from such chaos in society in death. The author contrasts the thinking personality (English *I*) with the world suffering from evil. The sonnet consists of only two sentences and has a certain framing: in the first part the work begins, and in the second – ends with the word *tired*. Anaphora (*and*) in ten lines of the sonnet exacerbates the endless tragedy and sad mood.

It is known that this sonnets was translated by such luminaries of Ukrainian translation as I. Franko, D. Pavlychko, D. Palamarchuk. We offer I. Franko's translation for analysis:

*Не раз я кличу смерть, бо нудно бачить в світі,  
Як ходить працівник в жєбрацькому лахмітті,  
А капосне ніщо блищить у пишинім строю,*

*А вірність щирая знай б'ється з клеветою.  
Як славу має й честь огида і облуда,  
А чистоту он там сквернить насилля дике,  
Як чесноту ганьбить ось стовпище велике,  
А власть над всіма зла, як на очах полуда.  
Перед надсилою художество німіє,  
А дурень мудрому відмірює права,  
І правда спугана, безпомічна дуріє,  
А добрий в найми йде, а ледар ужива –  
Умер би! Ні, держусь тривогою одною:  
Як я умру, й любов моя умре зі мною [16, р. 289]*

Although Ivan Franco translated the sonnet of English poet in the nineteenth century, the problems of human society remain unchanged. In Ukrainian translation, the lyrical hero hates the virtue, meanness and hypocrisy that prevail in the world; he conflicts with an unjust society that destroys his dreams and talents. The hero suffers from a cruel reality, goes through a deep emotional experience, over time becomes tempered and begins to philosophically moderate to a contradictory world. The main idea of the sonnet is the eternal struggle between good and evil. The main thing in the sonnet of both Shakespeare and I. Franko is the presence of conflict and its harmonious resolution at the end of the work. If for the Shakespearean lyrical hero, at the beginning of the work, death is perceived as inevitable, and in the finale – he doubts because he will leave his love alone, then I. Franco has rethought the finale somewhat: his lyrical hero realizes that love cannot live without him and die with him. This stops the hero from taking decisive steps as he cannot leave his friend alone. The ideological center of translation is becoming a two-headed man, the main one being the denial of death. Such an interpretation of W. Shakespeare's poem is explained by the fact that I. Franko lived in the nineteenth century, and the social realities were different. His character is a fighter. The basic idea of the poem is the thought of the superiority of life over death, the victory of love – the strongest feeling that not only beautifies this world, but also saves it from destruction.

The translation is also based on the antithesis (loyalty-slander, fool-wise, honor-disgust, etc.). However, it should be emphasized that Franco's images are more dynamic, to which the greater number of verbs used con-

tributes: if Shakespeare used eight, then Franco – eighteen. This helps to increase the expressiveness of poetry.

Let us analyze the translation of Shakespeare's sonnet in the translation of D. Pavlychko:

*Я кличу смерть – дивитися набридло  
На жєбри і принижєння чеснот,  
На безтурботнє і вельможнє бидло,  
На правоту, що їй затисли рот,  
На честь фальшиву, на дівочу вроду  
Поганьблену, на зраду в тишині,  
На правду, що підлоті навдогону  
В бруд обертає почуття святі,  
І на мистецтво під п'ятою влади,  
І на талант під наглядом шпика,  
І на порядність, що безбожно краде,  
І на добро, що в зла за служника!  
Я від всього цього помер би нині,  
Та як тебе лишити в самотині? [18, p. 245]*

From the biography of Dmitry Pavlychko it is known that in 1979 he decided to translate the 66th sonnet of Shakespeare not by chance. It was a miserable period in his life: the poet was fired from the post of the 'Vsesvit' magazine editor-in-chief of. The reason was typical for a totalitarian state: denunciation in the KGB. The writer was accused of blaming the authorities: publication in the journal No. 8, 1979 the Polish edition of the "Cathedral" by Honchar in Kazimierz Trukhanowski's translation. For a talented writer, life has lost its meaning. D. Pavlychko subconsciously felt a spiritual union with the lyrical hero sonnet of the English master.

In translation by Pavlychko emotionally colored lexicon is dominating. Notable features of this translation include clear poetic syntax (two sentences, as in the original), the presence of anaphor (four lines begin with a preposition *on*, four with a conjunction *i*), and framing (the first and last sentences begin with a personal pronoun *I*). The peculiarity of the original's interpretation lies in the fact that in translation there is 'a constant competition between the translator and the poet, the desire for reincarnation and the thirst for creativity, the attempt to balance the two hypostases in one person' [8, p. 152].

Dmytro Palamarchuk translation is also of interest:

*Стомившися, вже смерті я благаю,  
Бо скрізь нікчемність в роскоші сама,  
І в злиднях честь доходить до одчаю,  
І чистій вірності шляхів нема,  
І силу неміч забива в кайдани,  
І честь дівоча втоптана у бруд,  
І почесі не тим, хто гідний шани,  
І досконалості ганебний суд,  
І злу – добро поставлене в служниці,  
І владою уярмлені митці,  
І істину вважають за дурниці,  
І гине хист в недоума руці;  
Стомившись тим, спокою прагну я,  
Та вмерти не дає любов моя [19, p. 86]*

Dmytro Palamarchuk's translation was highly appreciated by Mykola Lukash, another well-known Ukrainian poet and translator, who drew attention to the fact that the author managed to convey not only the content and pathos of the original, but also his poetics (ten times anaphoric *And ...*, repeating the word 'tired' at the beginning and finally, stylistic and verification capabilities). Reading this translation, one gets an impression that we have an internal monologue of a lyrical hero. It should be emphasized that this monologue is timely because the fight between good and evil lasts forever. But the love does not let all the best that is in life die.

In general we can say that each of the translation versions is original, interesting and meaningful in its own as far as presents a unique thematic solution and promotes a deeper understanding of Shakespeare's works.

Summarizing the analysis of the Shakespearean sonnet translations, it should be mentioned that no translation can be an exact copy of the original, since the text is due not only to objective factors, but also to subjective factors. That is, in the case of artistic translation, a special role belongs to the skill of translator, who should not only convey the content of the original, but also bring it closer to the speaker of a new linguistic situation, influence his imaginative thinking, awaken emotions.

One of the problems of communication, as well as translation in general, is the fact that some communicative units may have semantic meanings that are substantially different in world cultures, as specific stock phrases may be used in different countries. For example, in Ukrainian language there is an expression ‘*відзначати новосілля, вхідчини*’, which in English is to ‘*celebrate, have a housewarming*’; the first spring flower in Ukraine is called ‘*пролісок*’, in English there is a ‘*snowdrop*’ correspondent and so on.

It should also be noted that, since a number of linguistic and extralinguistic factors characterizes intercultural communication, it is distinguished from monocultural communication and certain difficulties arise when translating some national realities. For example, specifically colored national vocabulary includes words denoting different features of material and spiritual life, administrative and political forms of government, public office, human habits, inclinations, national costumes and traditions, food and drink, and even temporal space as a result of human environment: such national words as: *борщ* – *borsch* (Ukrainian national vegetable dish cooked of vegetables) have been translated using the transcription method; *кутя* – *kutia* (ceremonial porridge of barley or wheat grains); *вареники* – *varenyky* (small cooked product, made from fresh dough and stuffed); *козак* – *cossack* (a free armed man who lived in the south of Ukraine); *плахта* – *plakhta* women's clothing type skirt; *коровай* – *a wedding bread*; *оселедець* – *a long fore lock*.

However, it can sometimes be difficult to translate traditional realities of the English or American community into Ukrainian language. Example: *Old Glory* (one of the names of the American flag next to Stars and Stripes); typically English concept of *privacy*; *Bonfire Night* – one of the UK's favorite celebrations together with *Good Friday*; *White House*. [6, p. 248].

Another problem while translating is the so-called ‘translator false friends’ (French “*Faux amis*”), or interlingual homonyms (inter-linguistic paronyms) – a pair of words in two languages similar in spelling and / or pronunciation, often with a common origin but differing in value. For example, English *actually* is not Ukrainian *актуально*; English *alternative* is not Ukrainian *альтернатива*; English *data* is not Ukrainian *дата*; English *mode* is not Ukrainian *фашіон*; English *decade* is not Ukrainian *10 днів*; English *dynamic* – flexible, effective is not Ukrainian *динамічний*; English *original* is not Ukrainian *оригінальний*. [6, p. 258].

V.V. Akulenko believes that ‘it is necessary to distinguish between “false friends” in oral and written forms of language. This requirement is obligatory in the case of comparing languages with completely different scripts or, conversely, in the case of languages with a common script but phonetically different vocabulary” [1].

It looks sometimes that Ukrainian and English words do have something in common. For instance:

1) **Actually** – *насправді*, not *актульний(-но)* – **topical (ly)**.

*I have not seen you for ages. Since we graduated from the university **actually**. – Я не бачив тебе цілу вічність. Насправді, з тих пір як ми закінчили університет.*

*This book deals with really **topical** problems. – Ця книга має справу з дійсно актуальними проблемами.*

2) **Insult** – *образа, образити*, not *інсульт, удар* – **stroke**.

*I am sorry. I did not want to **insult** you. – Мені шкода. Я не хотів образити вас.*

*He looked after his grandmother after she had a **stroke**. – Він доглядав за своєю бабусею після того, як у неї стався інсульт.*

3) **Lyrics** – *слова пісні*; **lyrical or lyric** is commonly used as an adjective.

*I do not like the music, but the **lyrics** are great. – Мені не подобається музика, але слова пісні чудові.*

*Shakespeare’s sonnets are a great example of **lyric** poetry. – Сонети Шекспіра – це прекрасний приклад ліричної поезії.*

It is difficult to translate phraseological units, since it is an idiom, a stable combination of words, characterized by a permanent lexical composition, grammatical structure and well-known to native speakers meaning (in most cases, figuratively), which are not derived from the meaning of components. This value is reflected in language according to historically established norms of use and phraseological fusions. Example:

1) phraseological fusions: *Back the wrong horse* – *зробити поганий вибір*; *Bite the bullet* – *мужньо терпіти*;

2) phraseological unity: *The bottom line* – *кінцевий результат*; *Break the ice* – *розтопити лід*;

3) collocation: *Deep silence* – *глибока тиша*; *Iron nerves* – *залізні нерви* [2].

While translating phraseological units, the fact should be taken into account that translation equivalents may have partial grammatical differences. Example:

1) differences in singularity/plurality: *ловити рибу в каламутній воді* – *fish in troubled waters*; *провести старого горобця на полові* – *catch old birds with chaff*; *грати на руку* – *play in somebody's hands*;

2) difference in word order: *все добре, що добре закінчується* – *all is well that ends well*; *куй залізо, доки гаряче* – *strike while the iron is hot*; *голодній лисиці всі кури сняться* – *a hungry fox dreams about chicken* тощо [2].

One of the translation options is so-called descriptive translation, which fully or partially communicates the imagery of Ukrainian proverb or saying, for example:

*у гостях добре, а вдома краще* – *East or West, home is best*; *знає кішка, чиє м'ясо з'їла* – *well knows the kitten, whose meat is eaten*; *за що купив, за те й продаю* – *I sell my goods at the price I've paid for them* [2].

Therefore, translation is a very important and necessary means of intercultural communication and is of paramount importance for maintaining direct communication between communicators belonging to different linguistic areas.

### 6. Conclusions

As a result of our research, a number of conclusions can be made.

Intercultural communication, after a long time of evolvement, has now become an important factor in today's globalized society. Intercultural communication is a social phenomenon, which essence lies in the constructive or destructive interaction between representatives of different cultures (national and ethnic), subcultures within a well-defined spatio-temporal continuum. At the center of intercultural interactions is the human being as the bearer of global universal and cultural characteristics, which operates in a large number of contexts of communication. Intercultural communication as an attribute of socio-cultural vital activity of a society in which social interaction and interconnection between subsystems of culture (within a separate culture) takes place, between different cultures in spatial and temporal dimensions, and between subjects-carriers of culture at the level of individual culture or at the level of intercultural communication.

Translation is an important component of intercultural communication process and enables the formation and enrichment of one's own culture through acquaintance, awareness and borrowing through reflection on the cultural, political, economic, artistic and aesthetic development of other ethnic groups in the process of interlingual communication. Translator becomes a guide in the process of establishing a cultural link between the speakers and helps to overcome language barriers, conveying the content of the original text as accurately as possible.

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## CHAPTER «PSYCHOLOGICAL SCIENCES»

### HEALTH MANAGEMENT THEORY AND PRACTICE IN ITS SIMULATION: FORECASTING, PREVENTION AND PSYCHO-CORRECTIVE EFFECTS

### ТЕОРИЯ И ПРАКТИКА УПРАВЛЕНИЯ ЗДОРОВЬЕМ В ЕГО МОДЕЛИРОВАНИИ: ПРОГНОЗИРОВАНИЕ, ПРОФИЛАКТИКА И ПСИХОКОРРЕКЦИОННОЕ ВОЗДЕЙСТВИЕ

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**Abstract.** An increase in the retirement age, with a general decrease in the life expectancy of a person, sets the task of specialists to study the causes of this phenomenon and to develop methods and techniques for maintaining its working condition for a longer time. For this reason, the optimization of the early diagnosis of disruption of the body, for the timely adequate medical and psychological effects, bringing it into a given state of guaranteed well-being and prolonging the life cycle, is very important. The aim of the study is to analyze the individual typological characteristics of subjects suffering from diseases of the urological profile, taking into account the time cycles of their development; analysis and systematization of physiological parameters of a person's state, the establishment of a hierarchy of each of them, as well as the allocation of an integral diagnostic parameter for early diagnosis of various disorders of the body. Based on the revealed violations, it becomes possible to synthesize a control system of psychological and medical corrective action to bring psycho-physiological parameters back to normal. Research methods: subjective and objective research methods of psychophysiological parameters: clinical and functional research, exam-

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ination, survey, conversation, interview; methodology for determining the properties of temperament (test Eysenck G.); timekeeping method by playing short time intervals (Tsukanov B.I., 2000). As a result of the study, the analysis of age-related anamnestic data of acute manifestations of somatic disorders was performed, which revealed the existence of a clear differentiation of the time of manifestation of the disease, its course and development, depending on the individual typological characteristics of the subject. The results of the analysis of the incidence of the existing relationship and the interdependence of the individual typological characteristics of the subject and time parameters formed the basis of the developed model of C-periodization of somatic disorders. It has been established that the “risk zone” represents: for extroverted subjects – 28.6 years ( $\pm 2-4$  months from the date of birth); 42.9 ( $\pm 2-4$  months) years; 59.2 ( $\pm 2-4$  months) years; for introverted ones – 32.6 ( $\pm 2-4$  months) years; 48.9 ( $\pm 2-4$  months) years; 63.2 ( $\pm 2-4$  months) years. It is proved that the systematization of the parameters of a person’s state allows optimizing the process of early diagnosis of somatic disorders, as well as optimizing the process of adequate psychological and drug corrective control action in order to bring the functional parameters of the human body into a physiological norm. It is shown that the use of early diagnosis on the basis of the integral parameter of the blood system in the development of disorders in the functioning of the human body, allows you to identify early psychosomatic disorders before the onset of organic changes. This will allow for early diagnosis of various disorders and to develop an optimal algorithm for restoring parameters to their physiological norm. The time factor is the starting point, the driving cause (force), or the support for the tool’s action, which is the subject’s own psychosomatic quantum of time perception (SPSC of the subject), based on which algorithms can be developed for predicting the course of psychosomatic disorders. The studies and developed proposals can serve to unify interdisciplinary medical terms and concepts, while clarifying the range of tasks at each stage of diagnosis, corrective action, prevention, and in the synthesis of health management systems to create models of diagnostic and therapeutic processes of various types of psychosomatic disorders. Stabilization algorithms can be used in combination with traditional methods of treatment and clinical protocols provided for. Therefore, this study needs its further development.

## 1. Введение

Увеличение пенсионного возраста, при общем снижении продолжительности жизни человека, ставит перед специалистами задачу исследования причин такого явления и разработки способов и методов сохранения его трудоспособного состояния более продолжительное время.

Основной причиной сокращения жизненного цикла являются психо-соматические нарушения работы организма человека, обнаружение которых нередко является запоздалым. По этой причине, применение эффективных методов коррекции состояния не всегда позволяют привести параметры в физиологическую норму, что нередко приводит к летальному исходу. Выходом из такой ситуации является своевременное обнаружение нарушения работы организма человека для принятия своевременных адекватных профилактических, лечебно-медикаментозных и коррекционно-психологических мер для приведения состояния здоровья в норму.

Диагностический процесс любого психо-соматического нарушения достаточно трудоемок, затратный и длительный. Например, исследование крови включает в себя от нескольких десятков до сотни исследуемых параметров. В результате, это не всегда позволяет установить истинную причину заболевания, поставить правильный диагноз, и, как результат, назначить адекватное лечение.

По этой причине, оптимизация ранней диагностики нарушения работы организма, для своевременного адекватного медикаментозного и психологического воздействия, приведения его в заданное состояние гарантированного благополучия и продления жизненного цикла, является весьма актуальной.

## 2. Анализ последних достижений и публикаций.

### Проблема времени как биологического образования

По данным исследователей, природа времени, к которой относятся условные реакции на время, относящиеся к первой сигнальной системе, сохраняют свое значение в жизни человека и, соответствуют определенным биологическим образованиям. Эти биологические образования или основа, объясняют индивидуальные различия между людьми [1; 2, с. 71-84; 3, с. 134-140; 4; 5, с. 73-82].

Исследования проблемы времени у человека показали, что восприятие времени есть свойство головного мозга, это совместная деятельность первой и второй сигнальных систем, причем именно характер второсигнальных связей у человека, пользующегося различными мерами счета, ориентирами, временными понятиями, обеспечивает наибольшую адекватность восприятия времени со всей своей индивидуальностью типологических различий и особенностей [5, с. 73-82; 7, с. 36-54; 8, с. 113-119; 13; 14, с. 56-61].

По мнению автора, своеобразии пространственно-временных отношений в биосистемах заключается в том, что биологическое время выражает временные отношения событий, имеющих место в пространстве биологических часов [5, с. 73-82].

Как считают исследователи, любой живой организм всегда содержит устройство для измерения времени, и только через это устройство временные закономерности материального мира преломляются во внутренние закономерности временного поведения живого организма [5, с. 73-82; 8, с. 117-124; 9, с. 86-94; 12, с. 48-54; 11; 13]. Временные аспекты имеют различную длительность для отдельных организмов (клетки, органа, вида, популяции), они составляют понятие адаптации организма к внешним воздействиям [5, с. 73-82; 6, с. 20-33].

Многие ученые пишут, что адаптация биосистем к внешним влияниям является фундаментальной закономерностью жизни [15; 6, с. 20-33; 12, с. 48-54; 10, с. 113-119; 9, с. 86-94].

Однако, сама проблема развертки во времени заболеваемости, и, следовательно вопросы прогнозирования и профилактики, авторами не рассматривается.

Б.И. Цуканов (1989, 2000) определил, что каждый отдельный индивид имеет свою собственную, врожденную, постоянную единицу времени. Собственная единица времени индивида обладает жесткостью, в течение жизни не изменяется и является одним из объективных показателей динамических свойств психики – темперамента. Автором были выделены четыре типа темперамента, получившие название «т-типа», а также выделен пятый, средний тип темперамента – равновесный (рис. 1) [13].

На основании анализа группы сердечно-сосудистых заболеваний, автор показал, что каждый тип темперамента предрасположен болеть

Типологические группы



**Рис. 1. Линейное расположение типов темперамента и их процентное соотношение со-образно «т-типу» по Б.И.Цуканову (2000) [13]**

своими соматическими заболеваниями на основании «locus minoris resistentiae», а временные особенности их проявления зависят от собственного биологического времени индивида [13].

Однако, темпераментальные и темпоральные характеристики группы психосоматических расстройств урологического профиля не рассмотрены.

**3. Системный подход к психо-соматическим нарушениям**

Процесс синтеза знаний реализуется в виде наук о самих общих свойствах природы, к числу которых относятся: философия, психология, физиология и медицина. Они выявляют и отображают общие свойства всех форм существования материи. В качестве методологического подхода используется диалектический метод, который рассматривает систему как комплекс взаимодействующих и взаимосвязанных элементов. При этом отрицательные обратные связи обеспечивают устойчивость состояния разделах науки одни и те же понятия получили различные названия, единой точки зрения, на содержание которых, не существует.

Однако, единого методологического подхода не предложено. В результате происходит неверная постановка задач и выбор методов их решения. Наиболее четко, на наш взгляд, это явление просматривается в оптимизации процесса диагностики, следовательно, и в прогнозировании течения различных соматических нарушений.

**Целью исследования** является анализ индивидуально-типологических особенностей субъектов, страдающих заболеваниями урологического профиля, с учетом временных циклов их развития; анализ и систематизация физиологических параметров состояния человека,

установление иерархии каждого из них, а также выделение интегрального диагностического параметра для ранней диагностики различных нарушений работы организма. На основании выявленных нарушений появляется возможность синтезировать систему управления психолого-медикаментозного коррекционного воздействия для приведения психо-физиологических параметров в норму.

**Методы исследования:** субъективные и объективные методы исследования психофизиологических параметров: клинические и функциональные исследования, осмотр, опрос, беседа, интервью; методика определения свойств темперамента (тест Айзенка Г.); методика хронометрирования методом воспроизведения коротких интервалов времени (Цуканов Б.И., 2000).

#### 4. Результаты выполненных исследований

Исследовательская работа проводилась на базе Городской консультативной хозрасчетной поликлиники города Одессы. Под нашим наблюдением находились субъекты в количестве 387 человек.

Подробный структурный анализ возрастных параметров представлен такими показателями: от 22(-2) лет до 35 лет – 194 человек (50%); от 36 лет до 50 лет – 108 человек (28%); от 51 года и старше – 85 человек (22%) (табл. 1).

Таблица 1

#### Распределение исследуемых групп по возрастному признаку

Исследуемые показатели (возраст – лет)	Количественные показатели (n и %)	
	n	%
22(-2) – 35	194	50,0
36 – 50	108	28,0
51 и старше	85	22,0
всего	387	100,0

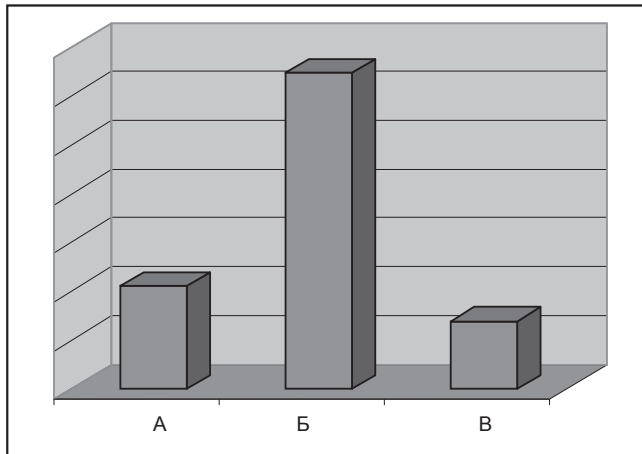
Разделение субъектов по гендерному признаку, представлено следующим образом: мужчины составили – 303 человек (78,3%); женщины составили – 84 человек (21,7%).

Психологическое тестирование с целью определение типа темперамента проводилось по показателям «экстраверсия-интроверсия» и

«нейротизм-стабильность» с помощью теста-опросника: Айзенка-ЕРi (А.В.Батаршев, 2000).

Психологическое обследование было направлено на определение типа темперамента по исследуемым параметрам: экстраверсия-интроверсия и нейротизм-стабильность с учетом индивидуально-типологических особенностей. Анализ полученных данных параметров экстраверсия-интроверсия и нейротизм-стабильность, выявил группу индивидов с показателями экстраверсия-интроверсия в пределах  $12 \pm 2$  и нейротизм-стабильность  $12 \pm 2$  в количестве 251 (64,9%) человек, которая была отнесена нами к равновесному типу темперамента.

Также установлено, что существует количественное преобладание индивидов с интровертированно направленным типом темперамента над экстравертированным. Результаты анализа показателей экстраверсия-интроверсия представлены графически (рис. 2).



**Рис. 2. Структурный анализ показателей экстраверсия-интроверсия среди субъектов, страдающих заболеваниями урологического профиля**

\*Примечание. А – индивиды с интровертной направленностью типа темперамента. Б – равновесные индивиды. В – индивиды с экстравертной направленностью типа темперамента



В результате анализа данных исследования выделены ряд темпераментальных характеристик, соответственно индивидуально-типологической направленности субъектов (табл. 2).

Таблица 2

**Анализ данных темпераментальных особенностей субъектов на основании их индивидуально-типологической направленности**

<b>Индивидуально-типологические характеристики (соотношение экстра- и интровертности; нейротизма-стабильности)</b>	<b>Количество обследованных субъектов (n и %) отнесенных к соответствующей темпераментальной направленности</b>	
	<b>n</b>	<b>%</b>
Холероиды (экстравертная направленность)	20	5,1
Сангвиноиды (экстравертная направленность)	34	8,9
Равновесный тип	251	64,9
Меланхолюиды (интровертная направленность)	54	14,0
Флегматоиды (интровертная направленность)	28	7,1
Всего	387	100,0

Анализ полученных данных показал, что, среди исследуемых лиц преобладают лица именно равновесного типа темперамента.

В результате изучения временных параметров определено, что исследуемые временные параметры колеблются в определенных пределах и составляют показатели собственной единицы времени равными от 0,86 сек до 0,94 сек.

По результатам данных хронометрирования и выделения собственной единицы времени было показано, что наибольшая группа лиц принадлежит к к равновесному типу темперамента с показателями собственной единицы времени равной – 0,9 сек.

Структурный анализ временных параметров позволил определить, что параметры собственной единицы времени в пределах – 0,9 сек выявлены у 251 человека, и составляют 64,9%, эти индивиды составили группу лиц с равновесным типом темперамента; субъекты с

показателями равными от 0,91 сек до 0,94 сек, что было выявлено у 54 человек (14,0%), составили группу лиц с меланхолидной направленностью темперамента; субъекты с показателями собственной единицы времени равными от 0,86 сек до 0,89 сек, что было выявлено у 34 человек (8,9%), составили группу лиц с сангвиноидной направленностью темперамента; субъекты с показателями от 0,7 сек до 0,79 сек, что было выявлено у 20 человек (5,1%), составили группу лиц с холероидной направленностью темперамента; индивиды с показателями собственной единицы времени равной – 1,1 сек, что выявлено у 28 человек (7,1%), отнесены к субъектам с флегматоидной направленностью темперамента.

Сравнительный анализ результатов проведенного психологического обследования и хронометрирования показал, что полученные данные собственной единицы времени – темпоральная характеристика, совпадают с данными по параметрам экстраверсия-интроверсия и нейротизм-стабильность – темпераментальными характеристиками.

Данные анамнеза, течения и начала болезни (первые симптомы ухудшения психологического и/или физического состояния) показали, что первые признаки нарушения начинают проявляться строго в определенном возрасте, с отклонением в  $\pm 2-4$  месяца от даты рождения, которые и составляют «зоны риска» развития болезни.

В ходе исследования проанализированы расчетные данные возрастных циклов (С-периодов), изучен анамнез болезни (острый, хронический процесс), выраженность клинической симптоматики (локальность, очаговость), характер проявления и течение болезни.

Данные, полученные в ходе исследования, соответствуют данным, полученными другими авторами (Б.И. Цуканов, 2000; П.И. Сидоров, 2006) временного развития различных психосоматических заболеваний (в кардиологии, в гастроэнтерологии – язвенная болезнь, эндокринологии – сахарный диабет).

Для решения задач поставленных в процессе работы, мы трансформировали понятие «собственной единицы времени» и, понятий «фактор» и «время». Понятие – «фактор времени» трансформировано нами в понимании его как собственного, субъективного кванта психосоматических переживаний количества и интенсивности происходящих событий (СПСК), влекущих за собой изменения во внутренней

и внешней среде организма субъекта. СПСК субъекта мы определяем как собственный, психосоматический, личностно значимый, субъективный квант восприятия времени субъектом.

Структурный анализ статистических возрастов исследуемых лиц и времени острого проявления соматического нарушения, показал, что максимальный возрастной период проявления нарушений приходится строго на определенные, узловые точки – точки бифуркации.

Время между данными точками образует С-период, С-периодичность для субъектов с равновесным типом темперамента соответствует – 7,65 года.

Длительность С-периода напрямую зависит как от собственной (биологической) единицы времени, так и, собственного, психосоматического, личностно значимого, субъективного кванта восприятия времени субъектом (СПСК субъекта). Данные С-периодизации представлены в таблице 3.

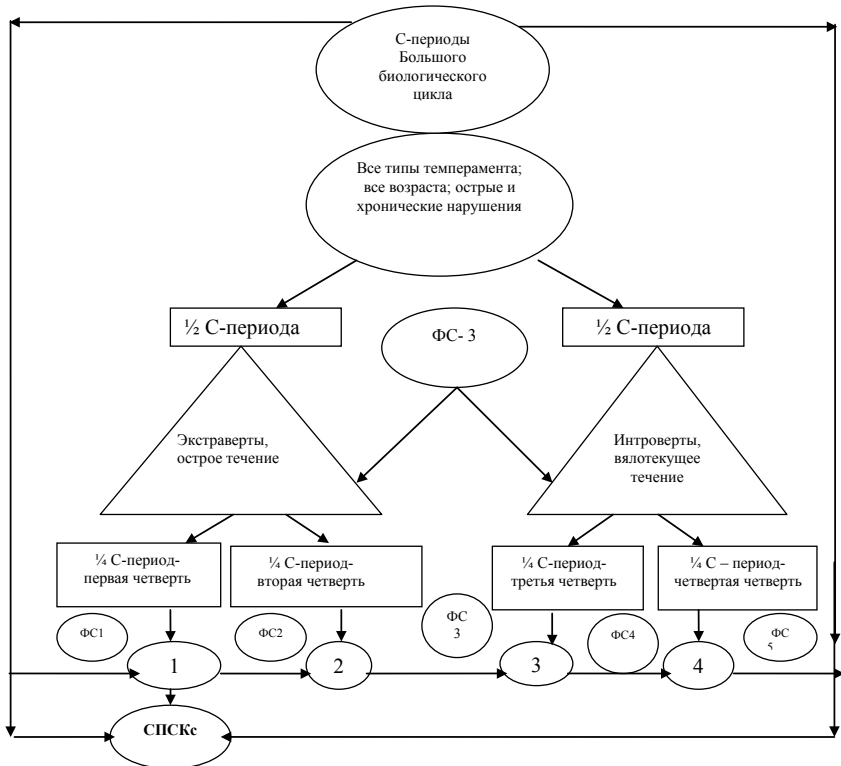
Таблица 3

**Распределение исследуемой группы субъектов  
по возрасту, полу и С-периодам**

Возраст	С-период	Пол		Всего – n (%)
		Муж. n (%)	Жен. n (%)	
22-30	2¾С– 3¾С	110 (28,4%)	31 (8%)	141 (36,4%)
31-40	4С– 5¼С	71 (18,3%)	11 (3%)	82 (21,2%)
41-50	5½С– 6½С	63 (16,3%)	23 (6%)	86 (22,2%)
51-65	6¾С– 8½С	59 (15,3%)	19 (5%)	78 (20,2%)
Итого		303 (78,3%)	84 (22%)	387 (100%)

На основе проведенного исследования нами была разработана модель большого биологического цикла «С», отражающая возрастные периоды острого проявления психосоматических нарушений (рис. 3).

Представленная модель позволяет схематически отразить временные периоды развития психосоматических расстройств с учетом суммирования малых временных промежутков – от СПСК субъекта до большого биологического цикла и обратно, т.е. представить, как происходит их формирование.



**Рис. 3. Модель С-периодизации временного проявления психосоматических нарушений**

Примечание: С-период – время острого проявления психосоматических нарушений; ФС – точки фазовой сингулярности – бифуркации; собственный психосоматический квант субъекта – СПСК субъекта.

В результате проведенного исследования был разработан диагностический алгоритм по определению времени развития психосоматического расстройства на основе индивидуально-типологических особенностей индивида – С-метрика заболевания, которая позволяет выявить время его вероятного острого проявления – «зону риска», рассчитать точки фазовой сингулярности, а также выявить характер, структуру и последующее развитие расстройства во времени.

«Зоны риска» представлены следующим: для экстравертированно направленных субъектов – это – 28,6 лет ( $\pm 2-4$  месяца от даты дня рождения); 42,9( $\pm 2-4$  мес.) лет; 59,2( $\pm 2-4$  мес.) года; для интровертированно направленных индивидов – это -32,6( $\pm 2-4$  мес.) года; 48,9( $\pm 2-4$  мес.) лет; 63,2( $\pm 2-4$  мес.) года.

Сравнительный анализ расчетных возрастных анамнестических данных и данных возраста, в котором проявилось данное заболевание, представлен: первый период соответствует возрасту – от 22 до 30 лет (4С-период) – 31,41%; второй период – от 38 до 45 лет (6С-период) – 14,31%; третий период – от 54 до 60 лет (8С-период) – 11,32%.

Анализ полученных данных возрастных «С-периодов» – времени острого проявления соматических органико-функциональных изменений среди исследуемой группы лиц и их возрастом, представлен в таблице 4.

Таблица 4

**Данные возрастной С-периодизации исследуемых субъектов**

С-периоды	Количество (%) субъектов, отнесенных к определенному С-периоду, возраст обследованных					
	22-30	31-37	38-45	46-53	54-59	60-65
4С	31,41					
5С		13,67				
6С			14,31			
7С				9,18		
8С					11,32	
9С						6,41

Длительность С-периода зависит от собственного, субъективного, психосоматического кванта восприятия времени субъектом (СПСК субъекта).

Из анамнеза заболевания выявлено, что наблюдаемое ухудшение психического или физического самочувствия отмечалось каждые 42-е суток, которое проявлялось кратковременным ухудшением психического или физического здоровья и могло включать как обострение основного расстройства (урологического профиля), так, и сопутствующих ему заболеваний.

Таким образом, было установлено наличие существования четкой дифференциации времени проявления заболевания, его течения и раз-

вития в зависимости от индивидуально-типологических особенностей субъекта; проявления соматических нарушений урологического профиля приходится строго на определенные, так называемые, узловые точки, которые образуют определенный временной период С-период.

### **5. Системный подход в прогнозировании психо-соматических расстройств**

В отличие от используемых понятий в отдельных отраслях знаний, общенаучные категории играют роль методологических принципов изучения и описания процессов любой природы. Сформировались качественно новые общенаучные подходы к познанию процессов и явлений окружающего нас мира – системный, структурный, функциональный, информационный, модельный, вероятностный, детерминированный и ряд других.

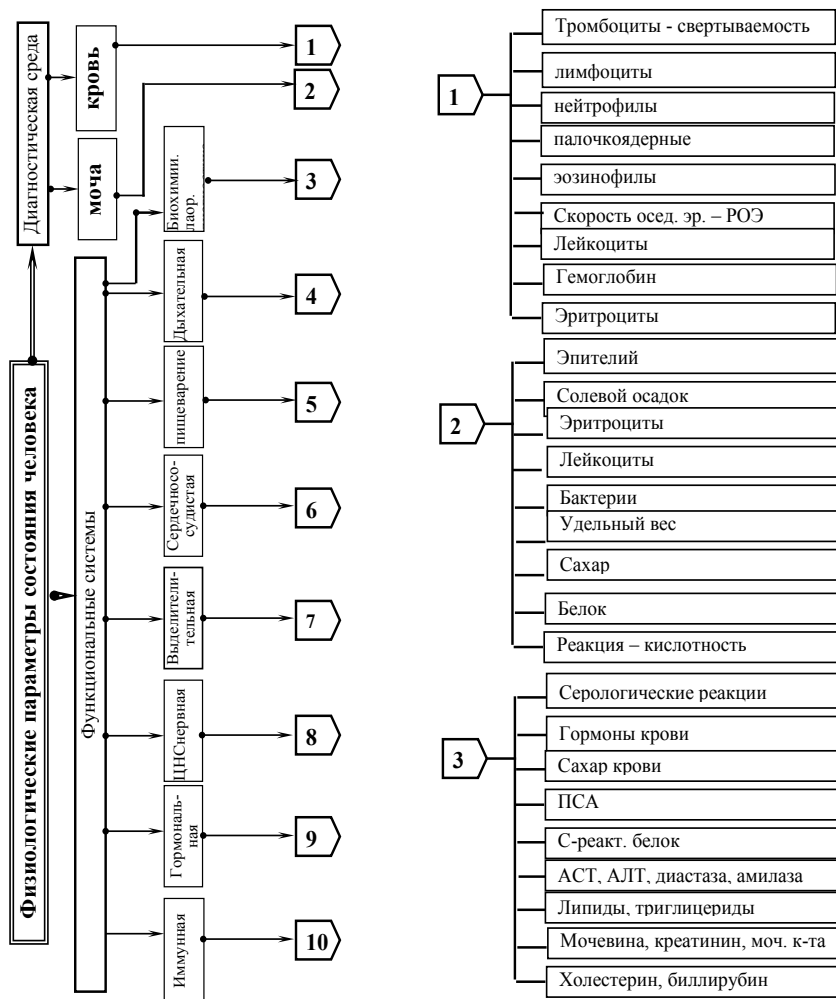
Центральной категорией системного подхода является понятие «система». Под термином «система» понимается совокупность взаимосвязанных элементов различной природы, объединенных между собой линиями связи для передачи и обработки информации, которая предназначена для достижения поставленной цели. Системный подход позволяет четко выделить объект и предмет исследования и определить средства и способы для управления процессом лечения, за счет организации прямых, обратных и локальных связей между элементами.

Человек является совокупностью ряда подсистем, представленных составляющими: психика; тело-организм; социум или внешняя среда, экология, природа и культура, мода и т.д. Человек это продукт указанных составляющих.

К системным объектам человека относятся внутренние среды организма: кровь (красная, белая), лимфа, моча, кал; продукты секреции внутренних органов: желудочный сок, желчь, ферменты, гормоны, секрет простаты, сперма.

В нашей работе объектом управления выступает здоровье, которое представлено функциональными параметрами состояний здоровья. Классификация физиологических параметров состояния человека представлена на рис. 4.

Для систематизации сведений о параметрах состояния произведем их разделение: по источникам получения для диагностических целей –



**Рис. 4. Классификация физиологических параметров состояния человека**

Обозначения: 1 – диагностические параметры при проведении общего анализа крови; 2 – параметры при проведении общего анализа мочи; 3 – параметры при проведении биохимического исследования крови по различным функциональным системам организма; 4-10 – функциональные системы организма человека.

кровь, моча, кал, продукты секреции внутренних органов: желудочный сок, желчь, ферменты, гормоны, секрет простаты, сперма.

Целью управления системой лечения является гарантированное безопасное состояние здоровья, определяемое соотношением между текущим значением физиологических параметров и их нормой.

Методы диагностики включают большое количество лабораторных исследований. Общий и биохимический анализы крови позволяют определить ее качественный и количественный состав (количество клеток крови и их свойства), а так же концентрацию определенных веществ: электролитов, глюкозы, жиров, креатинина, мочевины, мочевой кислоты и др. Другим видом биохимического анализа крови являются печеночные пробы, при котором исследуется концентрация ферментов печени (ALT, AST) и некоторых веществ, которые метаболизируются в печени (билирубин).

По различным изменениям качественного и количественного состава крови можно судить о развитии в организме тех или иных уже наступивших патологических процессах. Например, снижение в крови уровня эритроцитов – это несомненный признак анемии, а по морфологическим признакам эритроцитов можно судить о какой конкретно анемии идет речь (снижение цветового показателя – железодефицитная анемия, гигантские эритроциты – анемия при дефиците витамина В<sub>12</sub> или фолиевой кислоты). Повышение уровня лейкоцитов (нейтрофилов) в крови и СОЭ (скорости оседания эритроцитов) свидетельствует о воспалительном процессе, а повышение количества эозинофилов – об аллергическом процессе.

Биохимические маркеры позволяют судить о функции внутренних органов и о состоянии обмена веществ в целом. Так, например, повышение уровня глюкозы выше определенного уровня показывает о возможности развития сахарного диабета. Повышение уровня креатинина и мочевины говорит о почечной недостаточности, а повышение уровня билирубина и ферментов печени указывает на поражение печени. Общий анализ мочи – определение состава мочи является важным диагностическим методом в распознавании различных заболеваний как органов мочеполовой системы, так и других органов организма. Общий анализ кала – определение состава кала является методом исследования различных заболеваний пищеваритель-



ной системы, при которых нарушается переваривание содержимого желудка (пищи), паразитологическое исследование каловых масс позволяет выявить присутствие в них яиц, живых паразитов или их фрагментов.

Таким образом, на основании выполненного анализа нами установлено, что отдельные показатели соответствуют вполне определенному заболеванию, а это позволяет по жалобам пациента установить предполагаемое заболевание и назначить минимальное число анализов для постановки адекватного диагноза состояния человека.

Для исследования функциональных систем организма применяют специ-альные методы, к которым относят: рентгенологическое исследование; компьютерная томография; магнитно-резонансная томография; ультразвуковая диагностика; доплерография; эндоскопические методы диагностики и лечения

Поскольку спектр диагностических мероприятий достаточно большой, трудоемкий и длительный по времени, он является весьма затратным, кроме того рассмотренные методы диагностируют уже наступившие органические нарушения. Различные способы коррекционного воздействия имеют единую методику диагностики, однако каждый из них требует существенного сокращения объема требуемых параметров и разработки своего интегрального показателя. Такой подход позволит сократить количество исследований и более точно диагностировать нарушение состояния организма.

### **6. Гемоглобин крови как единый ранний диагностический параметр**

Из наиболее доступных и информативных методов исследования на раннем доклиническом этапе обследования пациента является проведение общего анализа крови. Несмотря на то, что все клетки крови являются потомками единой кроветворной клетки, они несут различные специфические функции, в то же время общность происхождения наделила их общими свойствами. Определяя состав крови, лимфы, тканевой жидкости можно судить о процессах, происходящих в организме и выявлять ранние патологические состояния.

Основную массу клеток, циркулирующих в крови, составляют эритроциты, поэтому они обладают особой важностью со стороны крови.

Основные функции представлены: дыхательная – выполняется эритроцитами за счет пигмента гемоглобина, который обладает способностью присоединять к себе и отдавать кислород и углекислый газ; питательная – состоит в адсорбировании на их поверхности аминокислот, которые они транспортируют к клеткам организма от органов пищеварения; защитная – определяется их способностью связывать токсины за счет наличия на поверхности эритроцитов антител; гемостатическая – эритроциты принимают активное участие в свертывании крови; ферментативная – связана с тем, что они являются носителями разнообразных ферментов.

Регуляция рН крови осуществляется эритроцитами посредством гемоглобина. Гемоглиновый буфер – один из мощнейших буферов, он обеспечивает 70-75% всей буферной емкости крови.

Основные функции эритроцитов обусловлены наличием в их составе гемоглобина. Основное назначение гемоглобина – транспорт  $O_2$  и  $CO_2$ , буферные свойства, а также способность связывать некоторые токсичные вещества. Причем, гемоглобин выполняет свои функции лишь при условии нахождения его в эритроцитах.

Следовательно, исследование крови на гемоглобин – необходимый этап диагностики различных заболеваний, а как ранний диагностический параметр он позволяет выявить возможные нарушения в деятельности организма и укажет на необходимость дополнительного обследования.

Для нормального эритропоэза необходимо железо и, его для взрослого человека требуется в суточном рационе до 12-15 мг. Железо откладывается в различных органах и тканях, главным образом в печени и селезенке. Наиболее значимой функцией железа в организме является его участие в связывании, транспортировке и депонировании кислорода гемоглобином и миоглобином; оно является универсальным компонентом живой клетки, участвующим во многих метаболических процессах в организме, росте тела, в процессах тканевого дыхания (в частности в митохондриальном дыхании), обеспечивает такие важнейшие процессы, как: деление клетки; биосинтетические процессы (в том числе и синтез ДНК); метаболизм биологически активных соединений (катехоламинов, коллагена, тирозина и других биологически активных веществ и др.); энергетический обмен (около половины энзи-

мов или кофакторов цикла Кребса содержат этот металл или функционируют в его присутствии); участвует в работе иммунной системы.

Дефицит железа в организме человека сводится: к гематологическим проявлениям; нарушением функций всех клеток (особенно в высокоаэробных тканях), порождающее негативные последствия нарушений метаболизма железа в организме человека; нарушение образования гемоглобина (анемия, трофические расстройства в органах и тканях) что проявляется аномалией поведения человека и различными психическими нарушениями; его дефицит приводит к росту заболеваемости органов дыхания и желудочно-кишечного тракта; уменьшение содержания в плазме крови отмечается при острых и хронических воспалительных процессах, опухолях, остром инфаркте миокарда; сопровождается лихорадкой и острые стадии инфекционных заболеваний.

У данного элемента в крови существует еще одна важная функция – энерго-информационная. Кровь переносит не только кислород, но и информацию в виде молекулярной магнитной памяти, которой клетки органов обмениваются с мозгом – управляющим параметром организма. Проявление магнетизма у органических молекул наблюдается в построении спиралей ДНК и РНК молекул аминокислот и их лево– или право-направленностью. Снижение уровня железа приводит к необратимым патологическим изменениям, в частности, к развитию рака.

Таким образом, исследование уровня гемоглобина в ранней диагностике многих психосоматических нарушений работы организма имеет большое значение и позволяет рассматривать его как единый диагностический интегральный параметр системы крови.

### **7. Системы управления здоровьем и интегральный параметр**

С целью достижения состояния гарантированного адекватного воздействия на состояние предлагается рассматривать две системы управления: система соматики и система психики, которые отличаются предметом исследования.

Учитывая назначение данных систем, введем следующие определения. Системой управления соматикой (физиологическими параметрами) – называется совокупность элементов различной природы, предназначенных для поддержания заданного значения параметров или изменение их по комфортным физиологическим показателям.

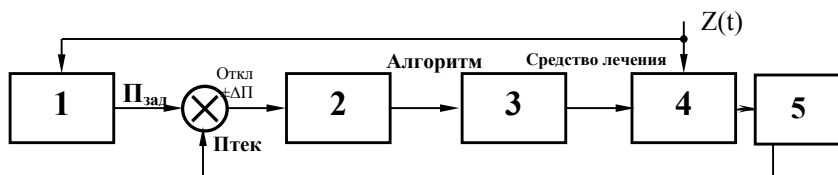
Системой управления психикой (психическими параметрами) называется совокупность элементов различной природы, предназначенных для стабилизации функциональных параметров при различных стрессовых ситуациях и развитие адаптивных путей стабилизации психосоматических состояний.

Объект управления – это элемент системы, который реализует поставленную цель. Если информация о параметрах состояния элементов системы передается от них к объекту управления то это «прямая связь», а когда передается от объекта управления к другим элементам, то это – «обратная связь». Если информация передается между элементами системы, то такие связи называются «локальными». Если система сложная и имеются несколько подсистем, и информация передается между элементами различных подсистем, то такие связи называются «межсистемными». Если в составе системы один элемент, который является объектом управления, то это «простая система», а если более одного – то «сложная».

В реальных системах, когда происходит разрыв обратной связи, возникает нарушение ее работы – заболевание или катастрофа системы управления здоровьем. Термин катастрофа системы управления здоровьем – это такое состояние системы, при котором психологического и медикаментозного воздействия недостаточно для приведения функциональных параметров состояния человека в физиологическую норму.

Процесс управления состоит из несколько этапов: 1) сбор и обработка информации; 2) анализ, систематизация, синтез; 3) постановка на этой основе целей (выбор метода управления, прогноз); 4) внедрение выбранного метода управления; 5) оценка эффективности выбранного метода управления (обратная связь). Структурная схема существующей системы управления организмом по отклонению его функциональных параметров от заданных представлена на рис. 5.

Алгоритм работы системы управления здоровьем (рис. 2) следующий. На элемент системы «4» действуют внешние воздействия, которые изменяют его состояние. Задача системы регулирования заключается в том, чтобы выдержать заданное значение интегрального параметра  $P_{зад1}, \dots, P_{задn}, \dots, P_{задm}$ . Задатчик «1», по значениям нормативной величины физиологического параметра, вырабатывает значение  $P_{зад}$ , которое поступает на устройство сравнения. Сюда же по кана-

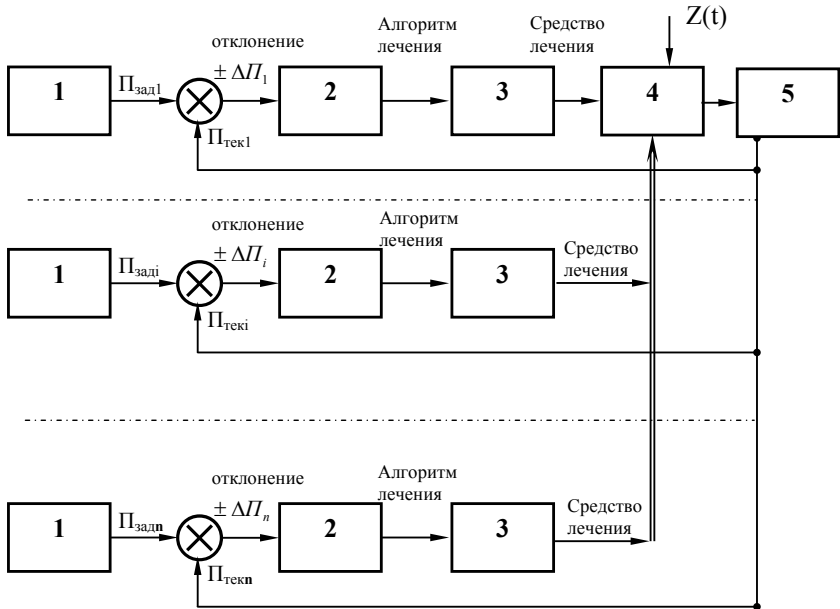


**Рис. 5. Схема существующей системы регулирования здоровья**

Обозначения: 1 – задатчик нормативных значений интегральных параметров, 2 – информационно-управляющее устройство, 3 – корректирующее средство управления воздействия, 4 – объект управления, 5 – устройство оценки параметров состояния.

лам связи от устройства анализатора параметров «5» поступает значение текущего Птек и на выходе сигнал рассогласования  $\pm\Delta\P$  подается в информационно-управляющее устройство «2», которое вырабатывает алгоритм лечения, для приведения пациента в физиологически комфортное состояние. Элемент «3» дает команду на использование психологического и медикаментозного воздействия (средство коррекции) для приведения в заданное состояние. Конечной целью применения теории управления здоровьем является согласованность средств коррекционного воздействия и состояния человека, оптимизация алгоритма восстановления параметров до физиологической нормы и организация эффективного функционирования системы управления коррекционного воздействия. Система управления здоровьем состоит из  $n$ -подсистем, каждая из которых регулирует состояние соответствующего органа. Однако каждый из элементов требует разработки соответствующего алгоритма и функциональной схемы его работы. Структурная схема системы управления здоровьем представлена на рис. 6.

Оптимизация теории и практики управления параметрами состояний здоровья включает следующие алгоритмы: 1) выделяют интегрированные заданные значения управляемых функциональных параметров состояния; 2) планируют мероприятия по определению текущих значений параметров состояния; 3) определяют отклонение функциональных показателей и проводят анализ причин отклонения функциональных параметров от нормы; 4) проводят назначение адекватного состоянию алгоритма восстановления функциональных параметров до



**Рис. 6. Структурная схема системы управления здоровьем**

Обозначения: 1. датчик нормативного значения интегрального параметра состояния ( $\Pi_{зад1}, \dots, \Pi_{задi}, \dots, \Pi_{задn}$ ); 2. информационно – управляющее устройство принятия решения; 3. медикаментозное средство управления лечением; 4. объект управления (параметры состояния человека); 5. устройство оценки параметров состояния;  $\otimes$  – устройство сравнения.

физиологической нормы; 5) проводят корректирующее воздействие на функциональные параметры организма для приведения их в заданное гарантированное безопасное здоровье. Использование такого алгоритма управления системой обеспечит гарантированное безопасное состояние здоровья человека.

Существуют два основных типа диагностики и оценки состояний организма: объективный и субъективный. К объективным методам относят: инструментальный, расчетный, статистический, экспертный и комбинированный. К субъективным относят определение состояний здоровья на основе социологических опросов. Например, для каждого конкретного человека значимость различных показателей сущес-

твенно дифференцирована, следовательно, при их анализе неизбежен элемент субъективности. Поэтому, так важно определить их значимость в настоящий момент времени.

Однако, данных методов диагностики недостаточно, поэтому мы предлагаем ввести понятие единого интегрального параметра.

Интегральный параметр означает – индивидуальный для данной болезни, частный, выборочный, наиболее ясно отражающий характеристику целого. Система управления организмом на основании интегрального параметра системы крови представлена на рис. 7.



**Рис. 7. Система управления организмом на основании интегрального параметра системы крови**

По указанной причине необходимы исследования для повышения качества диагностики и адекватных алгоритмов коррекции состояния человека синтезированных оптимальным способом. Они должны обеспечить оценку отклонения физиологических параметров от нормы и выявление управляющего интегративного диагностического параметра с учетом ранней диагностики на основании исследования показателей системы крови, что позволит проводить адекватное состоянию

организма своевременное прогнозирование психосоматических нарушений, а также разработать своевременную коррекцию патологических состояний.

### 8. Выводы и предложения

В результате анализа данных исследования выделены ряд темпераментальных характеристик, соответственно индивидуально-типологической направленности субъектов. Анализ полученных данных показал, что, среди исследуемых лиц преобладают лица именно равновесного типа темперамента. В результате изучения временных параметров определено, что исследуемые временные параметры колеблются в определенных пределах и составляют показатели собственной единицы времени равными от 0,86 сек до 0,94 сек.

По результатам данных хронометрирования и выделения собственной единицы времени было показано, что наибольшая группа лиц принадлежит к равновесному типу темперамента с показателями собственной единицы времени равной – 0,9 сек.

Структурный анализ временных параметров позволил определить, что параметры собственной единицы времени в пределах – 0,9 сек выявлены у 251 человека, и составляют 64,9%, эти индивиды составили группу лиц с равновесным типом темперамента; субъекты с показателями равными от 0,91 сек до 0,94 сек, что было выявлено у 54 человек (14,0%), составили группу лиц с меланхолической направленностью темперамента; субъекты с показателями собственной единицы времени равными от 0,86 сек до 0,89 сек, что было выявлено у 34 человек (8,9%), составили группу лиц с сангвинической направленностью темперамента; субъекты с показателями от 0,7 сек до 0,79 сек, что было выявлено у 20 человек (5,1%), составили группу лиц с холерической направленностью темперамента; индивиды с показателями собственной единицы времени равной – 1,1 сек, что выявлено у 28 человек (7,1%), отнесены к субъектам с флегматической направленностью темперамента.

Структурный анализ статистических возрастов исследуемых лиц и времени острого проявления соматического нарушения, показал, что максимальный возрастной период проявления нарушений приходится строго на определенные, узловые точки – точки бифуркации.



Время между данными точками образует С-период, С-периодичность для субъектов с равновесным типом темперамента соответствует – 7,65 года. Длительность С-периода напрямую зависит как от собственной (биологической) единицы времени, так и, собственного, психосоматического, лично значимого, субъективного кванта восприятия времени субъектом (СПСК субъекта).

В результате проведенного исследования был разработан диагностический алгоритм по определению времени развития психосоматического расстройства на основе индивидуально-типологических особенностей индивида – С-метрика заболевания, которая позволяет выявить время его вероятного острого проявления – «зону риска», рассчитать точки фазовой сингулярности, а также выявить характер, структуру и последующее развитие расстройства во времени.

«Зоны риска» представлены следующим: для экстравертированно направленных субъектов – это – 28,6 лет ( $\pm 2-4$  месяца от даты дня рождения); 42,9( $\pm 2-4$  мес.) лет; 59,2( $\pm 2-4$  мес.) года; для интровертированно направленных индивидов – это -32,6( $\pm 2-4$  мес.) года; 48,9( $\pm 2-4$  мес.) лет; 63,2( $\pm 2-4$  мес.) года.

Система управления должна включать совокупность элементов различной природы, предназначенных для стабилизации функциональных параметров организма при различных стрессовых ситуациях с формированием и развитием адаптивных путей стабилизации психосоматических состояний.

Обосновано, что систематизация параметров состояния человека позволяет оптимизировать процесс ранней диагностики соматических нарушений, а также оптимизировать процесс адекватного психологического и медикаментозного корректирующего управляющего воздействия с целью приведения функциональных параметров организма человека в физиологическую норму.

Показано, что использование ранней диагностики на основании интегрального параметра системы крови в развитии нарушений функционирования организма человека, позволяет выявить ранние психо-соматические нарушения до начала развития органических изменений. Интегральный параметр означает – индивидуальный для данной болезни, частный, выборочный, наиболее ясно отражающий характеристику целого.

Это позволит проводить раннюю диагностику различных нарушений и разработать оптимальный алгоритм восстановления параметров до их физиологической нормы.

Фактор времени – это отправная точка, движущая причина (сила), или опора для действия инструмента, которым является собственный психосоматический квант восприятия времени субъекта (СПСК субъекта), на основании которого можно разработать алгоритмы прогнозирования течения психосоматических расстройств.

Выполненные исследования и разработанные предложения могут служить для унификации междисциплинарных медицинских терминов и понятий, при уточнении круга решаемых задач на каждом этапе диагностики, коррекционном воздействии, профилактике, при синтезе систем управления здоровьем для создания моделей диагностико-терапевтических процессов различных видов психосоматических нарушений. Алгоритмы стабилизации состояния могут использоваться в сочетании с традиционными методами лечения и предусмотренными клиническими протоколами.

Конечной целью применения теории управления здоровьем является согласованность средств коррекционного воздействия и состояния человека, оптимизация алгоритма восстановления параметров до физиологической нормы и организация эффективного функционирования системы управления коррекционного воздействия. Поэтому, данное исследование нуждается в своих дальнейших разработках.

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## Chapter «Psychological sciences»

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**NON-INSTRUMENTAL FACILITIES  
OF LIE DETECTION AND THEIR EFFICIENCY  
IN THE MODERN PSYCHOLOGICAL PRACTICE**

**НЕІНСТРУМЕНТАЛЬНІ ЗАСОБИ ДЕТЕКЦІЇ БРЕХНІ ТА ЇХ  
ЕФЕКТИВНІСТЬ У СУЧАСНІЙ ПСИХОЛОГІЧНІЙ ПРАКТИЦІ**

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**Abstract.** In this investigation we have analyzed theoretical and applied problems of lie detection. The main purpose of researching was proving that non-instrumental detection methods had effective. We wanted to distinguish special features of lie in the experiment. We have analyzed main modern detection methods of lie, which were divided by non-instrumental and instrumental. Most famous instrumental detection methods of lie is polygraph. Instrumental detection methods base on diagnostic of emotion, whom must accompanies lie. However, liar doesn't always feel that's why we have to use non-instrumental detection methods. They consist of non-verbal signs, which analyze gestures, facial expressions, micro expressions, and paralinguistic signs of speaking (intonation, pitch), linguistic signs. In the experiment we've researched linguistic and paralinguistic features of lie, compared these in true and lie texts. The results of experiment are evidence changing of three types of parameters. The first type is pace and rhythm, frequency and duration of pause increases, tons of voice rises. The second type involves expressive features of behavior. They are gestures, facial expressions, microexpressions, eyes moving and spatial arrangement. Theoretical analysis testifies that main feature of lie is increasing adaption gestures, especially touching the face and stereotypical movements, emblematic reservations, illustrator mismatches and speech content. It is a vexed question about eyes movements. Romanova N.M. has proved liars don't look away, but look at interlocutor. Their eyes move only

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we are speaking. Additional evidences of lie are vegetative changes. They are skin color change, pulse, breath, perspiration etc. Third type of indicators is psycholinguistic indicator. They are text and related characteristics. One subtype of the psycholinguistic indicators is paralinguistic indicator. Paralinguistic indicators consist of voice tone change, accent, intonations, pace of speech. We call them tempo-rhythmic. Linguistic indicators include grammatical structure of sentences, details, logic structure of text, special word markers, plug-in constructions, quotes, speech errors. Additional way of detection is diagnostic of graphological characteristics. Such method reveals a person's tendency to lie, imagination during writing and emotional conditions in that moment. In whole correlation has revealed reliability of selected features. The main perspectives are increasing diagnostic indicators of lie, especially non-verbal, comparing methods of detection. We are going to create complex algorithm of lie detection.

### 1. Вступ

Людина неможлива поза комунікацією, де вона вчиться, буде стосунки, здобуває собі засоби для існування і самореалізується, тобто задовольняє переважну більшість своїх потреб. Основною проблемою в комунікації представляють деструктивні її форми, які створюють безліч перешкод на шляху до ефективного спілкування і взаєморозуміння. Одним з таких є брехня, тобто представлення співрозмовнику зумисне неправдивої інформації задля власної вигоди. Як з незапам'ятних часів існує брехня, так і існували спроби її розшифровки і нейтралізації. В XX-XXI сторіччях ця проблема вийшла на рівень наукової, якою займаються фахівці з комунікацій, що закономірно мають відношення до психології.

У пошуках ефективного засобу розпізнання брехні науковці і практики вдавалися до різноманітних засобів, іноді досить екстравагантних, але в результаті шляхом відбору залишилися декілька самих надійних, які умовно можна розділити на дві категорії: інструментальні та не інструментальні. Інструментальні засоби детекції – це в основному використання поліграфу, або «детектору брехні», наукове обґрунтування якому було розроблене в працях відомого психофізіолога О.Р. Лурії. Хоча спроби зробити фіксацію фізіологічних реакцій людини під час брехні робилися дуже давно. Принцип цього засобу

досить простий: він полягає у фіксації фізіологічних проявів емоційної реакції в ситуації, коли індивід говорить неправду, знаючи про це, тобто свідомо, що, власне і є брехня. Поліграф реєструє декілька основних параметрів: частоту серцевих скорочень, артеріальний тиск, шкірно-гальванічну реакцію, особливості дихання людини, а також сучасні поліграфи можуть реєструвати міміку і зміни висоти тону. Поліграф здобув широку популярність, тому що дозволяв об'єктивно реєструвати психофізіологічні реакції індивіда. Його продовжують широко використовувати у підборі кадрів і кримінальному провадженні, не дивлячись на низку критичних застережень щодо його надійності.

Особливу проблему становить факт базування поліграфа виключно на фізіологічних реакціях, викликаних емоціями. І якщо поліграфологи шляхом відповідних процедур навчилися відрізняти звичайне хвилювання людини перед тестуванням від страху викриття брехні, то фіксувати брехню у випадках відсутності емоційної реакції поліграф нездатен. А такі випадки не рідкість. Як зазначає П. Екман, брехун може переживати страх викриття (тоді фіксуються реакції страху) або піднесення від вдалого обману (аналог радості), але все одно це емоційне реагування. Особливу складність в цьому випадку представляють особи, які не відчувають виражених емоцій під час брехні. Тому ми вважаємо, що інструментальні способи детекції набагато поступаються не інструментальним, які відрізняються, хоч і більшою суб'єктивністю, але й різноманітніші. Для практика складність полягає в тому, що кожен дослідник намагається представити власний засіб як максимально ефективний і дискредитує таким чином інші засоби, які можуть бути не менш ефективні. Практику, в свою чергу, важко перевірити методологічно правильно, експериментальним шляхом, надійність обраного засобу. З огляду на це, основною метою нашого дослідження була систематизація та експериментальна перевірка ефективності засобів брехні, які представлені у наукових дослідженнях психологів ХХ-ХХІ сторіччя.

**Завдання** дослідження полягали у наступному:

- систематизувати та скласти якомога повний перелік основних ознак брехні, які стосуються як вербальних, так і невербальних проявів;
- організувати констатувальне експериментальне дослідження, яке включає спостереження, аналіз продуктів діяльності, експертну оцінку



і статистичну обробку отриманих показників у брехливих і правдивих повідомленнях досліджуваних:

– зробити висновок про найбільш ефективні засоби детекції.

В представленому експериментальному дослідженні ми дотримувалися основних методологічних вимог щодо проведення експерименту, сформувавши контрольну і експериментальну групу, але в нашому випадку зі зв'язаними вибірками. Ця необхідність обумовлена твердженням О. Фрая про те, що брехня не має універсальних ознак. Основний діагностичний критерій – зміна типової для індивіда поведінки. З огляду на це, ми намагались визначати максимально надійні параметри детекції, які зустрічаються найчастіше. Також ми враховували різноплановість самого явища брехні, бо зумисна брехня може мати 3 основні види: приховування, напівправа і повна неправда. Найскладніше для аналізу напівправа, до того ж її важко зімітувати в експериментальних умовах, тому ми експериментально досліджували тільки повну неправду, але виділені критерії підходять частково і для виявлення приховування інформації в повідомленні.

### 2. Невербальні засоби детекції брехні

Під невербальними засобами детекції ми розуміємо жести (рухи рук), міміку (рухи м'язів обличчя), в тому числі і мікровирази, пантоміміку (рухи тіла), статистичні пози, рухи очей (контакт очей зі співрозмовником) жести і міміка, а також і фізіономічні засоби, коли по рисам обличчя намагаються виявити патологічного брехуна, хоча цей засіб нам видається зайвим, тому що фізіономічні показники, навіть якщо припустити їх надійність, вказують на схильність до брехні, тобто ймовірність її прояву в поведінці, а не діагностують конкретний комунікативний акт.

Найпопулярнішими серед невербальних засобів є жести, які зазвичай аналізуються профайлерами як не інструментальний засіб детекції. Жести поділяють на 3 типи: емблеми – вони позначають цілі фрази, є культурно обумовленими, тому для детекції брехні не використовуються; жести-ілюстратори – підсилюють і доповнюють мовлення, основний критерій брехні – неспівпадіння ілюстраторів і змісту тексту; жести-адаптори (маніпулятори) – їх збільшення, на думку експертів з мови тіла, є надійним показником брехні. Такі ідеї, зокрема представлені в працях

відомих класиків «невербаліки», наприклад, А. Піза чи М. Бріль, збільшення жестів адаптерів свідчить про нещирість. Такої думки дотримується і відома американська профайлерка Л. Гласс, яка аналогом жеста-адаптора вважає неспокійні рухи людини на стільці, переминання з ноги на ногу або прикривання рота рукою, яке часто маскують під потирання носа чи інших частин обличчя тощо. Також збільшується кількість закритих поз, особливо, коли не демонструють долоні рук (Г. Вілсон). Ми ні в якому разі не прагнемо дискредитувати дослідженні відомих науковців, але нам дуже близька позиція В. Біркенбіла, який зазначає, що жести не мають однозначного трактування. Наприклад, стиснуті кулаки свідчать як про агресивність, так і про хвилювання.

Також разом з жестами виділяють супутні ознаки – вегетативні зміни, наприклад, почервоніння (від сорому) чи блідий колір шкіри, зміни у диханні, тремор. Л. Гласс виділяє дихання як одну з ключових ознак брехні. У О. Фрая теж вказується ковтання слини як ознака брехні. Також у авторки зустрічається популярне твердження про жести прикривання рукою рота або інших вразливих частин тіла, як то живота, шиї, геніталій, що є теж редукцією адаптерів, може зустрічати нервовий сміх. До речі, таку ознаку ми часто спостерігали під час експерименту, про який мова буде йти нижче. Але треба бути справедливим – ці ознаки свідчать про страх і тривожне хвилювання суб'єкта, але не завжди брехня викликає страх у людини (мається на увазі страх викриття), а страх сам по собі не завжди є надійною ознакою брехні. Тому наша думка – ця ознака може бути тільки другорядною, аж ніяк не основною в детекції.

У науковій літературі іноді висувається припущення, що під час брехні люди можуть мінімізувати загальний обсяг жестикуляції, тому що брехуну не вистачає психічної енергії стежити за жестами і створювати неправдиве повідомлення. Така думка висувалась низкою дослідників: Г. Вілсона, М. Десмонда. Також буває вказівка на комбінацію двох ознак – мінімізації жестів, особливо ілюстраторів, і використання закритих жестів, наприклад, руки в кишенях. Також М. Десмонд вказував на важливість відстеження синхронності мовлення і невербальних сигналів, бо під час брехні мова тіла не відповідає змісту сказаного.

Щодо мімічних ознак, то найчастіше радять звертати увагу на очі. Наприклад, у працях Л. Гласс, А. Хея зазначається, що брехуни поси-

люють контакт очей, бо хочуть бачити реакцію на свої слова. З приводу контакту очей дані дуже суперечливі. Наприклад, відомий дослідник брехні О. Фрай стверджував, що під час брехні погляд застигає, що є елементом зменшення загальної кількості рухів тіла. Однак, А. Меграбян під час свого експериментального дослідження не підтвердив жодне з припущень про особливі рухи очей, погляд або інші характеристики контакту очей. Н.М. Романова намагалась експериментально довести взаємозв'язок брехні з фізіологічними характеристиками – реакцією зіниць, але дані теж виявилися неоднозначними, хоча їй вдалося довести збільшення частоти кліпання і збільшення площі руху погляду (очі «бігають»), що можливо, є ознакою стресу і активного формулювання думки. З впевненістю можна сказати лише про те, що міф про відведення погляду не має жодного наукового підтвердження. На жаль, спів ставити дослідження А. Меграбяна і Н.М. Романової неможливо через відмінності в умовах експерименту, можливу різницю у вибірці. Також невідомо, які емоційні стани переживали досліджувані і рівень їх майстерності у брехні. Тому однозначно прийняти цю ознаку до використання неможливо.

Також у них часто можна помітити застигле здивування з елементами радості, що виражається легкій асиметричній посмішці – це мімічна маска радості від вдалої брехні (О. Фрай), асиметрична посмішка також вказує та презирство до жертви обману і почуття власної зверхності.

До мімічних ознак також відносять швидке моргання як ознаку тривожності. П. Екман і його учні (М. Фрізен та О. Фрай) дещо стандартизували процедуру оцінки міміки і багатократно збільшили її надійність. П. Екман запропонував оцінювати не міміку взагалі, а мікровирази, які відрізняються від мімічної маски коротко тривалістю та меншим рівнем вираженості. Методика довела свою дієвість в питання виявленні істинної емоції індивіда, але вона також не є ідеальною. Основними недоліками є те, що аналізувати мікровирази краще на відеозаписі, де можна уповільнити або декілька раз переглянути зображення. У реальному спілкуванні фіксувати мікровирази надзвичайно важко, є ризик просто пропустити важливі ознаки. Також слід пам'ятати, що мікровираз свідчить не про брехню як таку, а виражає певну емоцію людини, яка ще потребує інтерпретації і віднесення її до можливого параметру

брехні. М. Десмонд також вказує в детекції брехні на важливість слабких невербальних сигналів, коли вони проявляються короткий час або дуже невиражені, наче людина передумала їх демонструвати.

Таким чином, дослідники однозначно розвінчують міф про те, що брехун відводить погляд. Так можуть чинити хіба що дуже совісні люди, які брешуть вимушено, але хіба таких більшість? Також аналіз невербальних засобів детекції демонструє нам тісну прив'язку їх до емоційної сфери людини. Вони виявляють або страх викриття або радість від вдалого обману. На це ж націлений і поліграф – інструментальний засіб детекції. Але дослідники скромно замовчують той факт, що у випадку, коли суб'єкт бреше цинічно, не переживаючи ніяких емоцій, ці засоби стають недієздатними.

Труднощі в детекції створюють і культурні відмінності. М. Бутовська наголошує, що існують культурні відмінності у змісті жестикуляції і мімічних виразах, а також допустимій мірі їх прояву. Дуже суттєві відмінності існують між східними та західними країнами, тому профайлінг має етнічні обмеження, бажано, щоб детекції здійснювалася в межах своєї культури. Хоча П. Екман довів і деякі універсальні ознаки – наприклад. Мікровирази емоцій (базових) мають однаковий мімічний «малюнок» у представників різних культур, тому його методика може претендувати на універсальність застосування.

В пошуках універсальних ознак брехні дослідники часто ігнорують той факт, що люди мають жестові звички і мімічні маски, які конкретно у їх випадку не є ознаками брехні. Наприклад, посмішка офіціанта – це звичка, а не ознака постійної нещирості. Так само малий досвід публічних виступів в разі збільшить жести-адаптори, але ж людина при цьому говоритиме чисту правду. Може спостерігатися і зворотній ефект. Як зазначає А. Піз, людина може навчитися імітувати жестово-мімічний малюнок у спілкуванні і не витратити на це зусиль. Цим мистецтвом володіють професійні брехуни: політики, актори, оратори, а також психопати, які мають справжній талант у цій імітації.

Також ускладнює діагностику брехні за невербальними ознаками той факт, що за ними досить точно можна діагностувати емоції людини, але ці емоції ще не можуть бути однозначним доказом брехні. Людина може боятися, але не викриття, а того, що їй не повірять. Відомий практик Є. Спіріца, який працює за системою П. Екмана, наго-

лошує, що немає 100% гарантованого засобу детекції, але приводить низку ознак фальшивості емоцій, які можуть слугувати доказом нещирості людини, але в чому саме, потрібне додаткове інтерв'ю. І тут ми виходимо на вербальні засоби детекції.

Таким чином, можна сформулювати 2 основні правила детекції з використанням невербальних кодів тіла: по-перше, не існує окремих специфічних для брехні рухів тіла, тому слід звертати увагу на нетипові для індивіда і раптові зміни цих рухів, надзвичайно виражені, або, навпаки, згладжені сигнали; по-друге, діагностично важливими є невідповідність рухів і змісту мовлення, а також невідповідність сигналів різних частин тіла.

### 3. Графологічні засоби детекції брехні

В нашому експерименті ми не аналізували графологічні аспекти, тому що основною гіпотезою все ж було припущення про лінгвістичні ознаки як найбільш ефективні в детекції брехні. Але результати теоретичного аналізу підходів щодо цього аспекту проблеми ми все ж розглянули. В графологічних дослідженнях акцент робиться саме на сталих особистісних рисах, які виражаються в характерному написанні літер, але хоч і в незначній кількості, а представлені дослідження, спрямовані на діагностику емоційного стану за почерком.

Графологічних досліджень на тему детекції брехні надзвичайно мало. Можливо, є дійсно, ця ознака не являється суттєво інформативною, експериментально ми ще не перевіряли надійність цих ознак, тому в даній роботі приведемо лише теоретичні викладки з цього питання. Проблеми детекції брехні за допомогою почерку найкраще висвітлені в працях Е. Ісаєвої, Ю.Г. Чернова та В. Тараненко. Враховуючи те, що через почерк аналізують сталі риси характеру, то діагностується не сам факт брехні, а схильність до неї у індивіда. Нижче приведемо ключові риси особистості, які в сукупності створюють тип особистості, схильної до брехні. Зазначимо, що як і в інших випадках, це лише вірогідні ознаки і вірогідність зростає зі збільшенням кількості цих ознак:

1. Багата уява – про неї свідчать незвичайна форма букв, великі нижні петлі.
2. Лицемірство, відчуженість – про це свідчать викривлені букви, дуже нерозбірливі, дописування елементів букв.

3. Хитрість і підступність – надмірний загин нижніх петель вліво, постійна зміна нахилу і натиску, на лицемірство також вказує різний почерк у тексті і підписі.

4. Приховування чогось, прагнення видатись кращим – неприродно рівний і красивий почерк, перевантажений завитками і прикрашаннями, під аркадами букв є завитки.

5. Страх та розбалансований емоційний стан, що теж може бути додатковим доказом брехні видаються букви і рядки, що налізають один на один, нестабільність ознак почерку, коли один рядок пишуть з одним нахилом, а другий – з іншим або раптово змінюють написання букв, зникають завитки тощо.

6. Емоційний голод, асоціальні схильності – загострені петельки всередині відкритих букв «п», «т», верхні петлі нечіткі і перекручені, заглавні букви окремо від тексту.

7. Екстравагантність і прагнення бути в центрі уваги – виявляється такому ж нестандартному почерку, крупних буквах з завитками, також часто ставляться гачки на початку заглавних букв.

8. Також про схильність до брехні, на думку графолога П. де Сант-Коломба, свідчать такі риси особистості, як: жага влади, схильність до ризику, егоїзм, виражені матеріальні потреби, впертість, антисоціальна спрямованість особистості, ворожість, лицемірство, які діагностуються ознаками почерку.

На нашу думку, з оцінкою за допомогою графологічних ознак треба бути обережним, і враховувати їх в сукупності. Е. Чернов наголошує на мінімум 7 ознаках, що можуть свідчити хоча б про мінімальну надійність результату. Також діагностика за графологічними ознаками у практиці профайлінгу не дуже поширена, тому що діагносту рідко доводиться аналізувати написаний текст. Як правило, брехню замовляють виявити в безпосередньому спілкуванні. Але в судовій практиці і при діагностиці саме писемного повідомлення цей засіб може виявитися незамінним, тому не варто було б ним повністю нехтувати.

Непрямо можна досліджувати також і емоційні стани індивіда. Це схоже на поліграф, тільки заочний. Нами в лютому-березні 2019 р. на базі Донецького національного університету імені Василя Стуса було проведене експериментальне дослідження на виявлення особливостей почерку в різних емоційних станах. Досліджуваним (30 осіб) були

запропоновані відеоролики, які викликали певні емоції. Було обрані сум, страх і радість. Факт зміни емоційного стану, ступінь вираження емоції та її вектор емоції діагностувався за допомогою опитування. Також визначалися особливості зміни настрою після перегляду відеоролика. Результати розподілилися наступним чином: настрої не змінився у 17%, у 50% він змінився на середньому рівні, а у 30% змінився суттєво. Найкраще діагностується сум, але й страх теж можна виявити за наступними ознаками: зміна розміру букв, нахилу вправо або вліво від центральної осі, зміна напрямку рядка вгору, вниз або хвилеподібно, розриви між буквами і між словами, наведення, виправлення і загальна акуратність почерку, загальний обсяг одиниць. Сила натиску в нашому дослідженні не діагностувалася через те, що не спостерігалося жодних істотних його змін в різних емоційних станах і не можливо було його достовірно дослідити. Оскільки частота вираженості ознаки була представлена у відсотках, то для статистичної обробки ми використовували  $\varphi$  \* кутове перетворення Фішера.

Результати експериментального дослідження показали, що при переживанні страху відбуваються значущі зміни почерку: в першу чергу збільшується розмір букв. Традиційно заміряють букву «р».  $\varphi_{\text{емп}} = 5,18$  перевищує критичне значення для рівня  $p \leq 0,01$ . Подібний результат був виявлений і при порівнянні емоцій суму і страху ( $\varphi_{\text{емп}} = 2,04$  перевищує критичне значення для рівня  $p \leq 0,05$ ), отже, збільшення розміру букв відбулось значно більше при емоції страху, ніж при емоції суму на рівні  $p \leq 0,05$ .

Другою суттєвою ознакою є збільшення нахилу вправо ( $\varphi_{\text{емп}} = 2,23$  достовірно на рівні  $p \leq 0,05$ ).

Також відбувається зменшення напрямку рядка від прямої лінії при переживанні будь-яких емоційних зрушень. Важливим тут є напрям руху лінії. При емоції радості напрям лінії йде вгору, а при переживанні страху чи суму – стає хвилястим. Ці припущення отримали і статистичне підтвердження, бо величина  $\varphi_{\text{емп}} = 0,29$  є меншою від критичного значення для рівня  $p \leq 0,05$ .

Пр. переживанні негативних емоцій також зменшується відстань між словами, а кількість виправлень незначно, але збільшується. Таким чином, нам вдалося отримати певний перелік графологічних ознак емоційної дестабілізації індивіда, але вони можуть бути лише

додатковими в аналізі брехні, бо навіть спів падіння схильності до брехні і емоційної дестабілізації ще не буде абсолютно точно свідчити про те, що людина говорить неправду.

Емоційні реакції не є надійним засобом через те, що частина індивідів їх просто не переживає в акті брехні, а от певна побудова повідомлення є завжди. І повідомлення згодка про реальні події повинна відрізнятися від вигадки, хай і підготовленої, оскільки не спирається на реальний образ ситуації. Хоча допускаємо, що цей прийом підходить і для аналізу письмового повідомлення, але не графологічного, а лінгвістичного, тобто оцінюватимуться не особливості накреслення ліній при письмі, а граматична побудова самого письмового повідомлення.

#### **4. Лінгвістичні та паралінгвістичні засоби детекції брехні**

Лінгвістичні засоби детекції, на нашу думку, більш надійні, тому що виражають спосіб мислення, описують образ, що часто не залежить від емоцій, які супроводжують процес брехні. Вітчизняний класик психолінгвістики О.Леонт'єв зазначав, що особистість людини, її наміри, потреби і спосіб мислення завжди виражається в мовленні. Тож логічно припустити, що вигадані образи, навіть задалегідь підготовані, будуть виражатися інакшими граматичними конструкціями, ніж образ-спогад реальної події.

Крім того, в процесі брехні-імпровізації образ треба будувати по ходу мовлення, що порушує плавність мовлення, тому у людини може збільшуватися кількість слів паразитів. Звичайно, не можна виключати, що у людини з прекрасними ораторськими здібностями цієї проблеми не буде, але таких людей надзвичайно мало.

Щодо проблеми деталізації, то тут думки дослідників розходяться. Одні, наприклад, Є. Спіріца, вважають, що брехун буде ухилятися від надмірної деталізації, щоб не заплутатися у дрібницях, інші вважають, що надмірне уточнення якраз і є ознакою брехні. Наприклад, Л. Гласс вважає, що брехун неприродно розгортає речення, щоб привести більш переконливі докази, боячись, що йому не повірять. Є. Спіріца намагався примирити ці позиції припущенням, що не підготовлена брехня менш деталізована, а надмірні деталі будуть у випадку, коли людина встигла підготуватися. Але це твердження це потребує експериментальної перевірки додатково.



Відомий практик-профайлер Є. Спіріца пояснює фізіологічний аспект мовлення тим, що під час брехні починає домінувати ліва півкуля. Це підтверджує нашу думку про те, що лінгвістичний показник є більш надійним за невербальний. Подібні зміни характеризуються появою надто логічних конструкцій, де дії в основному просто перераховуються, але через відсутність реального образу події в тексті трапляються обмовки. На цій логіці також побудований прийом слідчих, коли вони просять підозрюваного відтворити події в зворотному напрямку.

До паралінгвістичних ознак відносяться різні характеристики голосу, найчастіше вказують підвищення тональності, а також тремтіння його, що супроводжується частим відкашливанням (Л. Гласс). Г. Вілсон також розділяє цю точку зору, додаючи, що тон при брехні втрачає виразність, стає монотонним, речитативним.

В паралінгвістичних ознаках важливу роль відіграє також інтонація. М. Біркенбіл надає їй особливого значення. В його працях вживається аналогічний термін – сигнали. Всі сигнали він поділяє на 2 категорії: сигнали змісту і ставлення. Перші сигналізують про зміст інформації, по суті це слова і жести-ілюстратори або емблеми, які супроводжують спілкування. Сигнали ставлення виражають істинне відношення людини до суті сказаного. Вони як раз і виражаються у неспівпадіння слів і жестів, адаптерах або особливих інтонаціях чи побудові фраз. До речі такий метод, як інтеніт-аналіз, розроблений Т.М. Ушаковою в лабораторії РАН, досліджує саме такі характеристики. Це дуже цінний діагностичний параметр в детекції брехні, оскільки невідповідність цих 2 типів сигналів є ознакою брехні. Іntenції діагностує актуальні напрямки свідомості суб'єкта, виражає його ставлення до об'єкта мовлення. Тому непрямо можна діагностувати і брехню як невідповідність реальних намірів поверховому змісту повідомлення. Ці приховані наміри діагностують на підставі аналізу всього тексту, а не окремої фрази. Наприклад, якщо індивід в тексті повсякчас вживав слова, які говорять про його негативне ставлення до об'єкту, а потім говорить фразу, що йому цей об'єкт подобається, то ці невідповідності вже є свідченням брехні.

Існують серйозні протиріччя у поглядах на темп мовлення як діагностичний параметр брехні. Одні дослідники, як наприклад, Г. Вілсон та К. Макклафлін, вважають, що брехун уповільнює темп мовлення

через проблеми із формуванням фрази, інші ж, наприклад, Є. Спіріца, С.Бернштейн, наполягають на пришвидшенні темпу мовлення з метою швидше сказати заплановану брехню. Можливо, коливання темпу в той чи інший бік індивідуальне в залежності від певних рис характеру або темпераменту, але це припущення не фігурувало в відомих нам дослідженнях і потребує окремої експериментальної перевірки.

Лінгвістичні показники брехні почали вивчатися відносно недавно – в другій половині ХХ ст. в роботах відомого дослідника, засновника вітчизняної психолінгвістики О. Леонтьєва. На нашу думку, лінгвістичний напрямок досліджень брехні є найбільш перспективним і даремно був обділений увагою практиків. Таке нехтування, вірогідно викликано ускладненнями в діагностиці цих параметрів. Вони потребують більше часу, досить глибоких філологічних знань і ретельної фіксації мовлення досліджуваного. Але переваги цього засобу також чималі. При якісному аналізі лінгвістичні параметри можуть надійно діагностувати його емоційний стан, не гірше від поліграфа і до того ж містять основні смислові категорії свідомості індивіда, виражають його світогляд. Чисто з технічної точки зору граматична побудова повідомлення-спогаду і повідомлення-імпровізації буде різною. Проаналізувавши наявні дослідження з цього питання, нам вдалося виділити низку показників, які можуть бути ознаками брехні. Г. Маль визначає наступні: збільшення семантично нерелевантних повторів фраз або складів, не завершення слів з наступним виправленням, самокорекції («я пішов..., тобто хотів піти...»), нелогічна перестановка слів в реченні (наприклад, «Піти на ринок мені Маша сказала» замість «Маша сказала мені пити на ринок»). Така перестановка виникає внаслідок того, що людина вигадує брехню по ходу і не встигає логічно структурувати речення, тому правдоподібні уточнення приводяться потім. Та ж сама причина сприяє виникненню мовних помилок, пауз і самокорекцій. У індивіда є один (істинний) образ ситуації, а йому потрібно описати інший, тому в свідомості виникають конкуруючі образи, які треба описати. Це провокує мовні помилки.

Конкуренція образів впливає і на морфологію мовлення. С. Борнштейн зазначає, що під час брехні зменшується кількість прикметників, відповідно речення в основі мають перевагу дієслівних і іменникових структур. Також відбувається членування речення на прості, що

містять 2-3 синтагми. Виживається більша кількість трюїзмів і стереотипних слів, тобто не вживаються синоніми. В принципі це логічно. Вигаданий образ простіше виразити в коротких повідомленнях, де менше деталей. Трюїзми (банальні істини) заповнюють пошукові паузи між смисловими одиницями тексту.

Необхідність комплексної детекції брехні усвідомлювалась вже давно, вона спирається на необіхевіористську традицію (П. Екман, О. Фрай, Д. Мацумото, Р. Плутчик, Дж. Хессет, В. Биркенбіл, Д. Наварро та ін.), що згодом сформували профайлінг як спеціальну професію. В активну практику він був введений в 70-х рр. ХХ ст., але і дотепер активно не афішуються всі його надбання і знайти якісні матеріали для практичного використання і системної детекції брехні надзвичайно важко.

### **5. Експериментальна перевірка ефективності основних засобів неінструментальної детекції**

В експериментальному дослідженні за методологічну основу ми брали визначення П.К. Анохіна, що брехня є різновидом функціональної системи, компоненти якої слугують досягненню корисних для суб'єкта результатів. Її компонентами є вищі психічні функції (пам'ять, увага, сприймання, мислення), а також емоції. Хоча останній не завжди є вираженим. При цьому вона супроводжується відповідним гальмуванням і збудженням нервових центрів і відповідними вегетативними реакціями, про які йшлося вище.

Для діагностики ефективності основних засобів детекції брехні ми використовували брехню імпровізацію як відповіді на питання, які заздалегідь були невідомі досліджуваним. Умовою була повна неправда або правда. Порівнювалися результати 48 осіб, які повідомляли як правдиву, так і неправдиву інформацію. Для діагностики брехні ми обрали наступні 21 категорія:

- паузи – після озвучення питання, загальна частота та тривалість пауз у тексті;
- мовні помилки – обмовки, корегування слів, повтори слів;
- деталізація – відсутність деталей, схематичність тексту або надмірна деталізація, повідомлення незвичайних подробиць;
- уникання – виражені в надмірному узагальненні тексту, відходу від теми, униканні відповіді на пряме питання;

– вставки – використання вставних конструкцій або збільшення їх кількості, використання вигуків, сленг;

– деперсоналізація тексту – виражається у використанні безособових конструкцій, згадуванні осіб без імені, а тільки їх статус чи інші соціально-демографічні характеристики;

– логічність побудови тексту – порушення логіки тексту, скорочення загальної кількості семантичних одиниць, зменшення синонімів;

– пряма мова – майже не використовується, робиться акцент на описі дій іншого.

У ході проведення дослідження нами було висунуте припущення, що описані вище ознаки можна використовувати як узагальнений профіль для детекції брехні. З цією метою було здійснене порівняння наявності цих ознак і зміни частоти їх прояву в одних і тих же досліджуваних в ситуації, коли вони говорять правду і брешуть. Статистична обробка даних здійснювалася за допомогою G-критерію знаків, який може використовуватися для зв'язаних вибірок. Після проведення першої частини статистичної обробки даних ми здійснили кореляційний аналіз тих показників, за якими спостерігалися значущі відмінності., щоб скласти профіль ознак для практичної детекції брехні.

При проведенні першого етапу дослідження з'ясувалося, що не всі з визначених критеріїв виявили статистичні відмінності у ситуації правдивих і брехливих висловлювань.

Дані представлені з розрахунку 96 епізодів брехливих і стільки ж правдивих повідомлень, оскільки кожен досліджуваний діагностувався двічі.

Достовірними виявилися паузи після питання. Під час брехні зростає їх тривалість і загальна кількість пауз у тексті. Дані представлені в мілісекундах. Як бачимо, формування фальшивого образу потребує розумових затрат. Можливо, накладається і хвилювання, тому тривалість і частота пауз суттєво збільшується. Крім того, ми не створювали досліджуваним занадто стресової ситуації, де брехня могла зашкодити їх інтересам, репутації, тому у випадках, коли вона викликає страх розкриття, вважаємо, що ці реакції будуть більш вираженими, хоча це припущення потребує додаткової експериментальної перевірки.

Щодо мовних помилок, то ми зазначали в теоретичному розділі, що багато дослідників вказують на мовні помилки різного типу як

**Емпіричні показники G-критерію знаків в аналізі відмінностей  
ознак правдивих і брехливих повідомлень.**

№	Ознака	середній показник частоти (правда)	середній показник частоти (брехня)	Рівень статистичної достовірності відмінностей
1	Частота пауз	1,006	1,606	$p \leq 0,05$
2	Тривалість пауз (сек.)	0,632	0,816	$p \leq 0,01$
3	Корегування слів	0,016	0,098	$p \leq 0,05$
4	Обмовки	0,226	0,262	недостовірно
5	Підвищення тону голосу	0,961	1,28	$p \leq 0,05$
6	Вигуки	1,452	1,213	$p \leq 0,05$
7	Повтори слів	1,355	1,803	$p \leq 0,05$
8	Синоніми	0,065	0	недостовірно
9	Безособові конструкції	0,5	2,566	$p \leq 0,01$
10	Вступні слова	0,048	0,295	$p \leq 0,05$
11	Перехід з теми	0,016	0,033	недостовірно
12	Уникання відповіді	0,048	0,082	недостовірно
13	Надмірне узагальнення	0,403	0,393	недостовірно
14	Використання сленгових слів	0,145	0,049	недостовірно
15	Порушення логічності	0,937	0,738	$p \leq 0,05$
16	Контекстуальні вставки	0,129	0,147	недостовірно
17	Опис дій іншого	0,145	0,279	$p \leq 0,05$
18	Пряма мова, цитування	0,032	0,056	недостовірно
19	Незвичайні подробиці	0,387	0,098	$p \leq 0,01$
20	Менша кількість семант. одиниць	62,145	56,96	$p \leq 0,05$
21	Обмовки	0,131	0,262	$p \leq 0,05$
22	Надмірна чи мала к-ть деталей	0,113	0,575	$p \leq 0,01$

суттєві ознаки брехні, але наш експеримент цього не показав в повній мірі. Найчастіше зустрічалися корегування і повтори слів, а класичні обмовки взагалі були представлені мало і статистично значущих відмінностей не показали. В принципі і корегування слів траплялося нечасто, але статистична різниця між показниками все ж була зафіксована. Самою поширеною ознакою були повтори слів і словосполучень. Ми вважаємо, що обмовки не представлені так яскраво знову ж таки через невисокий ступінь емоційності брехні. Студенти знали, що ця ситуація експериментальна, нічим особливим їм не загрожує, тому і не виражали хвилювання.

Щодо пара лінгвістичних показників, то знайшов експериментальне підтвердження факт підвищення тону голосу під час продукування брехні. Людина починає говорити вищим тоном. При чому цей показник зустрічається у 57% досліджуваних. Вважаємо, що у інших цей параметр просто був виражений менше, тому для достовірної фіксації потрібна була б спеціальна апаратура для аналізу голосу, але, на жаль, ми таку не використовували.

Окремо заслуговує на увагу результат аналізу особливих мовних конструкцій. До початку експерименту ми висували припущення про те, що побудова висловлювання у людини, яка бреше буде інакшою, ніж у тої, яка каже правду. Частково ця гіпотеза підтвердилася. Брешучи, людина починає набагато частіше використовувати безособові конструкції на кшталт: «Кажуть, що...» замість «я думаю», «це, звичайно, добре» замість «мені це подобається», «це трапилось несподівано», а не «Я не зміг контролювати ситуацію». Таким чином, індивід намагається дистанціюватися від предмету, говорити про який йому неприємно, хоча прямого уникання відповіді ми майже не фіксували і статистично тут немає різниці у показниках. В принципі, уникання відбувається при іншому типі брехні – приховуванні – який ми в нашому експерименті не досліджували.

Синонімічно мова у студентів бідна, бо це був розмовний стиль, але достовірно частіше при брехні використовують контекстуальні вставки і вступні слова типу: «вірогідно», «ну, я так думаю», «так би мовити» тощо. Так само рідко студенти використовують і сленг, емоційна стабільність не сприяла цьому і вони не намагалися бути надто переконливими в ситуації брехні, тому сленг логічно не використовувався.

Також нами аналізувалася деталізація в тексті. В теорії ми розглядали низку вказівок на те, що під час брехні вона порушується кількісно. В нашому випадку ми отримали дуже високий рівень статистичної значущості відмінностей. В основному в бік збільшення деталізації. Вірогідно, таким способом особа намагається бути більш переконливою. Хоча траплявся певний типаж осіб, які зменшували кількість деталізації. В наших минулих публікаціях ми умовно називали їх екстравертованим і інтровертованим типом брехунів. Як зазначає Є. Спіріца, у брехунів є три тактики: «Зупинись», «Біжи» та «Бий». Інтровертованим притаманна перша тактика. Вони зменшують деталізацію, намагаються бути максимально лаконічними, уникати подробиць і використовують безособові конструкції.

Екстравертованим характерна друга і третя тактики, вони збільшують кількість деталей заради правдоподібності, використовують незвичайні подробиці і пряму мову, хоча остання ознака зустрічається вкрай рідко. Але не дивлячись на це розподілення за типажми, під час брехні люди намагаються говорити менше. Статистично достовірно зменшується кількість семантичних одиниць повідомлення. Як правило воно співпадає зі зменшенням деталізації.

Незвичайні подробиці частіше описують ті, хто говорить правду, вважаємо це закономірним. Людина, яка бреше, боїться проговоритись, забути подробиці, особливо, якщо вони непересічні, незвичайні, тому брехня завжди прагне бути якомога ординарною. В реальності ж трапляються і зовсім незвичайні речі, які навіть важко вигадати, тому у випадку, якщо чуєте незвичайні описи, то скоріше, це правда. Виключення можуть складати діти, які ще не бояться страху викриття і бурно фантазують. Брехня у них, як правило, спосіб самореалізації. І також патологічні брехуни демонстративного типу, які брешуть, щоб привернути до себе якомога більше уваги.

Цікавим виявився також показник порушення логічності тексту, він завищений у випадках з правдою, а не брехнею. В дійсності ми зустріли протиріччя з теорією. Хоча в життєвих ситуаціях нам неодноразово доводилось бачити порушення логічності викладення матеріалу під час брехні, в експерименті такого не спостерігалось. Вважаємо, що це один з експериментальних ефектів на кшталт Хотторнського. Досліджувані знали, що приймають участь в експерименті, тому ретельно

ставились до формування брехливого повідомлення, воно не стосувалось занадто особистої, емоційної тематики, тому не викликало сильної емоційної дестабілізації.

Таким чином, загальний поведінковий конструкт брехні у психолінгвістичному вимірі можна описати наступним чином: особистість стає менш говіркою, намагається швидше вийти з ситуації спілкування, якщо не підготувалась заздалегідь, то зменшує кількість подробиць, використовує вставні слова для виграшу часу. З тої ж причини зростає тривалість пауз та кількість повторів слів, підвищується тон голосу. Дистанціювання від вигаданого образу проявляється в формі вживання безособових конструкцій і опису дій іншого, а не своїх.

Таким чином, можна зробити висновок, що не всі задані нами психолінгвістичні особливості є ефективними у виявленні правдивих чи брехливих висловлювань, так як підтвердилось тільки 12 з 22 критеріїв. До того ж існують декілька типажів брехунів, комплексні ознаки поведінки яких суттєво розрізняються. Для уникнення помилок під час практичної детекції, за порадою Є. Спіріци, потрібно враховувати сукупність ознак, щоб їх було не менше трьох.

## **6. Проблема комплексного підходу у виборі засобів детекції брехні**

Як зазначає Є.Є. Центров, поведінка під час брехні, її мотиви і частота взагалі формуються під впливом багатьох соціокультурних чинників, тому у кожної людини профіль поведінкових ознак брехні сильно варіює. Але в межах поведінки одного індивіда цей набір показників дуже стабільний, тому ми так легко розпізнаємо брехню у добре знайомих людей.

О. Фрай також наголошував на відсутності специфічних саме для брехні ознак. Єдина спільна закономірність – різка зміна звичних поведінкових паттернів. В цьому і полягає складність детекції, бо для надійної діагностики потрібно проводити первинну специфікацію, тобто знати поведінку людини в ситуації, коли вона говорить правду.

На нашу думку, специфічні ознаки брехні все ж існують, але основна помилка практиків в тому, що вони шукали 1-2 ознаки, які б гарантували їм надійний результат. Наш підхід полягає в тому, що потрібно співвідносити невербальні, лінгвістичні і пара лінгвістичні



ознаки, основними з яких все ж будуть лінгвістичні. Наш статистичний аналіз показав, що ознаки брехні утворюють своєрідні кластери, в середині яких існують кореляційні залежності між параметрами брехні. Провівши кореляційний аналіз за допомогою критерію лінійної кореляції Пірсона, ми з'ясували наступне: під час брехливого повідомлення пропорційно частоті зростає і тривалість пауз, а також кількість вигуків. Тобто людина починає запинатися, що говорить про єдиний клас поведінкових ознак.

Другий тип поведінки під час брехні – це збільшення деталізації і паралельно кількості повторів, опису дій інших і цитувань. Тобто особистість, якій характерна ця поведінка намагається якомога більше деталізувати, щоб виглядати правдоподібним. Як правило, це характерно для людей з розвиненим мовленням, гарними ораторськими здібностями.

Третьою стратегією поведінки було уникання, воно характеризується зміною теми, ухилянням від відповіді, надмірним узагальненням і корекцією слів, також часто спостерігалися контекстуальні вставки. Тобто індивід у цьому випадку намагається швидше завершити спілкування. Вважаємо, що такий тип поведінки притаманний брехні-приховуванню, хоча це припущення додатково експериментально не перевірялось.

### 7. Висновки

На основі теоретичного аналізу нами було виділено різні типи ознак брехні, які можуть бути використані у практичній детекції. Серед них: невербальні, що включають жести, міміку, мікровирази, рухи очей і розташування співрозмовників; психофізіологічні – зміна кольору шкірних покривів, частоти пульсу, дихання, потовиділення тощо; паралінгвістичні – зміна тону голосу, наголосів, інтонацій, темпу мовлення; лінгвістичні – граматична будова речення, деталізація, логічна будова тексту, наявність спеціальних слів-маркерів, вставних конструкцій, цитувань і узагальнень, незвичайних подробиць, мовних помилок. Також додатковим способом детекції є діагностика графологічних характеристик почерку людини.

Експеримент показав, що невербальні засоби детекції менш надійні, ніж вербальні, в першу чергу тому, що діагностують емоційні реакції людини, які не є специфічним для брехні, а іноді взагалі відсутні. З тієї ж причини сумнівною є і тестування на поліграфі.

В ході експерименту було спростовано припущення про ефективність деяких психолінгвістичних особливостей у детекції брехливих висловлювань на практиці таких як: контекстуальні вставки, наявність обмовок, відсутність деталей. Не всі психолінгвістичні особливості вказують на правдивість чи брехливість висловлювання, навіть навпаки один і той самий показник може вказувати на протилежні ознаки.

Були виділені кластери ознак, які ґрунтуються на наступних показниках: зміни деталізації, різні засоби уникання діалогу, темпо-ритмічні характеристики мовлення, що супроводжуються зміною висоти тону. В перспективі обов'язково потрібно розширена діагностика комплексу ознак з урахуванням інших типів ознак, особливо невербальних, а також порівняння ефективності поліграфа і не інструментальних засобів детекції у одних і тих же досліджуваних. Це дозволить створити комплексний алгоритм детекції, який би включав всі означені вище засоби. Практично корисним було б створення типології брехунів і їх індивідуального профілю ознак.

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**COMMUNICATIVE COMPETENCE  
AS A CONDITION AND CONSEQUENCE OF SPIRITUAL-  
CREATIVE DEVELOPMENT OF FUTURE EDUCATORS**

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**Abstract.** A subject-matter of the study is the communicative competence of future teachers in its close relationship with the spiritual-creative development of the personality of a student specializing in preschool education. Theoretical analysis of the philosophical and psychological-pedagogical literature was carried out, the curricula of students of qualification “Preschool education” were analyzed, systematic observation of the communicative competence of students during the training sessions and creative competitions, cultural and educational events was accomplished. The purpose of the study is to substantiate theoretically a phenomenon of communicative competence as a structural element of professional culture of a future teacher and to uncover the relationship of communicative competence with the spiritual-creative development of future preschool educators. It is proved that professional culture of a future teacher consists of spiritual wealth (high moral values), a distinct creative personality, ready and able to innovations and transformations; special personal qualities (humanism, unconditional love for children, themselves and other people, pedagogical optimism, tolerance, tact, etc.); knowledge, skills and pedagogical practices in the field of preschool education; external aesthetic appeal. The components of professional culture of future preschool educators are identified, the communicative competence being one of them. We have come up with

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our own definition of communicative competence of future educators, which is that the communicative competence of a future preschool teacher is the ability to organize co-operative activity focused on the dialogic communication with pupils on the basis of humanistic principles such as love, mutual respect, freedom of creativity with focus on a child's personality aimed at successful socialization of the latter. In the course of the study, it was found that an educator with the developed component of spirituality – spiritual communication – talks with the pupils and other people in a friendly manner, showing unconditional love, keeping in mind linguistic nature of the genetic apparatus, which has a spiritual component. The article also presents a structure of spirituality of a person, namely, a spiritual self, which is an integral combination of the following components: spiritual self-awareness, spiritual orientation, spiritual traits, spiritual creativity, spiritual communication, and spiritual experience. A particular attention is paid to the concept of spiritual creativity, the essence of which is to understand that the cause of any situation lies in the spiritual dimension, and its consequence – in the physical one. The article describes the structural components of creative potential of a future teacher, among them are the following: openness to the new, value orientations, freedom of choice, critical thinking, intuition, readiness for constant self-development and self-actualization, creativity, communicative competence, etc. It is proved that in order to increase the level of speech competence of future preschool teachers, it is necessary to intensify the creative-speech activity of students specializing in preschool education, namely: to strengthen the conversational orientation of specialized courses, educational, cultural-leisure activities, and the tasks of practical training. The article also presents our own concept of “spiritual-creative development of the personality of a future teacher”: spiritual-creative development consists of qualitative changes that occur in the mind of a future specialist in the process of communication, training, self-education and various activities, and lead to the development of new sides of the mentality such as unconditional love, expansion of consciousness, humanistic outlook, freedom of choice, optimism, and high creative potential. It was established that the communicative competence of a future teacher is both a condition and a consequence of his/her spiritual-creative development.

### 1. Introduction

The crisis of today has affected almost all areas of human life. Youth have experienced the most difficulties in the spiritual, socio-economic, ideological spheres of the country. The signs of spiritual crisis are: growing indifference, alienation, loss of spiritual values, lack of faith in oneself and desire for self-knowledge, self-perfection and realization of creative potential. Education is connected with all the processes that take place in the Ukrainian society. Only high-spirited, creative, dialogue-oriented individuals are capable of establishing effective communication in various areas of life and can lead a country out of a deep crisis. In this regard the requirements for education and a teacher as a carrier of spirituality, which imparts spiritual values to a younger generation in the process of establishing a constant dialogue by means of communicative activity, have greatly increased.

Hence, we believe that future educators of a preschool education institutions should have a high professional level of the communicative competence, as they deal with the youngest members of society – preschoolers, whose proper upbringing depends on the further progress of our state. In addition, the task of an educator is not only to carry out the educational process, but also to focus on their own spiritual-creative development and self-improvement throughout the life, since only a high-spirited creative teacher can bring up an identical personality.

### 2. Analysis of recent researches and publications

The problem of spirituality of a person, their consciousness and speech is covered both in the works of ancient philosophers, sages and modern scholars-philosophers, educators and psychologists such as St. Augustin, L. Vygotsky, M. Golets, V. Humboldt, S. Groff, Quintilian, S. Krylova, O. Luria, I. Melikov, N. Pavlyk, E. Pomytkin, O. Potebnia, V. Suhomlynsky, N. Khamitov, et al.

The conducted analysis of philosophical, psychological and pedagogical views on the phenomenon of spirituality led to the conclusion that spirituality is considered as a defining characteristic of a person (M. Berdyaev, N. Karaulna, A. Komarov, G. Skovoroda, A. Sokolov, et al), the fullness of being oriented by spirit (V. Baranovsky, M. Gorlach, V. Kremen, S. Krymsky, V. Rybalko, et al), a complex system including formations

of consciousness, self-consciousness, which reflects needs, values, moral orientations (V. Andrushchenko, I. Bech, K. Zhurba, O. Oleksiuk, et al). Scientists consider that one of the signs of the spirituality of a person is awareness of person of themselves as a part of the Universe, which leads to self-knowledge, self-improvement and creativity (V. Vernadsky, V. Plykin, E. Pomytkin, A. Cherniy, I. Shvaneva, J. Yuzvak, et al).

The process of spiritual development of an individual, including a teacher, occurs through self-discovery and improvement of the intimate qualities and formation of a professional culture, communicative competence being one of its indicators.

Many psychologists and psycholinguists such as B. Ananiev, M. Bakhtin, L. Vygotsky, M. Zhinkin, I. Zimnya, V. Krasnykh, B. Norman, O. Potebnya and others have devoted their studies to the problem of formation of communicative competence.

Modern linguistic guides (A. Bogush, E. Yegorova, L. Kalmykova, I. Lutsenko, A. Nikitina, T. Symonenko et al.) consider the content of communicative competence as part of a competent approach to the language learning.

Therefore, the development of a teacher's spirituality is due to the increase of their spiritual and professional culture – a system of views and beliefs, which become obvious in the process of communication of the subjects of educational process and manifest themselves in the attitude towards oneself and people around them.

### **3. Identifying the goals of the article**

The purpose of this study is to substantiate theoretically the phenomenon of communicative competence as a structural element of the professional culture of a future teacher and to uncover the relation between the communicative competence and spiritual-creative development of future preschool educators.

Theoretical analysis of the philosophical and psychological-pedagogical literature was carried out, the curricula of students of qualification "Preschool education" were analyzed, systematic observation of the communicative competence of students during the training sessions and creative competitions, cultural and educational events was accomplished.



### 4. The study results of the professional culture of a future educator

Based on the theoretical analysis of the philosophical and psychological-pedagogical literature, we have found out that spiritual potential is given to a person from birth, therefore, during their higher education studies a future teacher should turn their life into life-creation, by which we mean the improvement of intimate qualities, enhancement of professional culture, which is reflected in relevant behavioural acts.

In our opinion, professional culture of a future teacher consists of spiritual wealth (high moral values), a distinct creative personality, ready and able to introduce innovations and transformations; special personal qualities (humanism, unconditional love for children, themselves and other people, pedagogical optimism, tolerance, tact, etc.); knowledge, skills and pedagogical practices in the field of preschool education; external aesthetic appeal (V. Galchenko).

Therefore, the professional culture of future preschool teachers is a multi-level and integrated entity that includes such components as:

– *moral-ethical* (high spiritual development of a person; their social attitude, values, principles and ability to reflect);

– *motivational* (a personal attitude of a future specialist to the chosen profession, identification of its place in the general structure of professions, determination of a leading motivation in the work of the educator – humane attitude to a child, belief in their strength and abilities);

– *cognitive* (a proactive attitude to cognitive activity, effort to fully understand the core of the profession of preschool teacher);

– *emotionally determined* (a high interest and persistent desire to find out more about the profession of a teacher of preschool education, strong-willed and stable orientation to carrying out a professional activity in the field of preschool education);

– *personality-creative* (a high level of creativity, ability to self-regulation and self-development, pre-formed life strategies, goals, plans, projects, skills of life-creation as leading characteristics of creative personality).

– *instrumental* (a high level of general culture, life experience, knowledge, skills and abilities of a professional activity acquired in a higher educational establishment, *communicative competence*) [6, p. 115].

Therefore, the components of the professional culture of future preschool teachers that we have identified, the need for the development

of spiritual and creative potential require the setting of special tasks for the training of pedagogical personnel in the system of modern higher pedagogical education. Training of such specialists should be based not only on the development of professional skills but also on the establishment of a humanistic basis for the personality of a future preschool teacher, the development of their spiritual, creative potential, aimed at improving their own intimate qualities and qualities of their pupils.

### **5. Research on communicative competence as one of the components of professional culture**

The communicative competence is an extremely important indicator of a future educator's instrumental component of the professional culture.

As explained by A. Bohush, I. Lutsenko, the communicative competence is a complex use by a speaker the linguistic and non-linguistic means in order to communicate in specific social and everyday situations, the ability to navigate the communication situation, their initiative, as well as human awareness, a certain system of knowledge and skills, and conversational abilities [4; 14].

The basis of communicative competence is the communicative activity of a teacher, which, according to L. Kalmykova "has great applicability, especially for linguistic methodology, because it gives an idea of different properties of their progress, specific features of their psychophysiological mechanisms, and therefore allows you to organize a learning process aiming it either at the development of spontaneous, unconscious, affective, unintentional, involuntary speech, or at the development of purposeful, intentional, conscious, arbitrary, controlled speech – depending on the didactic purpose and age-specific features of language acquisition and language proficiency of children" [11].

Thus, the communicative competence of a future preschool teacher is an ability to organize co-operative activity focused on dialogic communication with pupils on the basis of humanistic principles such as mutual respect, freedom of creativity, tolerance with a focus on a child's personality aimed at successful socialization of the latter.

A distinctive feature of preschool children is their ability learn a language practically, imitating adults, adopting their language pattern, style and lexical structure. That is why a future educator should master all the

abundance of language means, enrich their vocabulary range, speak clearly, meaningfully, emotionally and vividly in order to pick up the interest of pupils and share similar speaking skills abilities with them.

To increase a level of the communicative competence of future preschool teachers, it is necessary to intensify the creative-communicative activity of students of qualification “Preschool education”, namely: to strengthen the communicative orientation of such educational courses as:

- “Culture of Speech and Expressive Reading”,
- “Rhetorics”,
- “Ukrainian Language”,
- “Ukrainian Culture”,
- “Children Literature”,
- “Psychology of Children Creativity”,
- “Preschool Linguistics”,
- “Fundamentals of Fine Arts with Methods of Leadership”,
- “Training of Pedagogical Communications”,
- “Pedagogical Interaction of Preschool Education Institution with Family”,
- “Family Psychological Assistance”, etc.

At each of the classes a differentiated approach to students should be used: to identify the causes of speech errors with students, find them in spiritual plans, and introduce methods of overcoming them.

### **6. Research on students’ spiritual and creative development**

Let’s take a closer look at the spiritual-creative development of students of qualification “Preschool education” in relation to their communicative competence.

By summarising the interpretations of a term “spirituality” presented in scientific resources, we consider the psychological-pedagogical essence of the spirituality of an individual as a *deep psychological formation – the spiritual self, awareness of which promotes spiritual self-improvement, life-creation according to the laws of Beauty, Goodness, Truth, development of the feeling of spiritual unity with others as parts of the Universe*, based on the need, in our opinion, to focus on the value of the cognitive sphere of the psyche. Based on the personality structure defined by V. Rybalko, we have drawn up the structure of personality spirituality, namely, the spiritual self,

which is an integral combination of the following components: spiritual self-awareness, spiritual orientation, spiritual character traits, spiritual creativity, spiritual communication, and spiritual experience [19, p. 148].

A philosopher, educator and theologian Ivan Ogienko believed that spirituality includes the formation of consciousness and self-consciousness of a person, which reflects their most important life needs, views, interests, attitude to the surrounding reality and to themselves as an individual.

The concept of consciousness holds a significant place in the researches of many scholars, since all psychological processes are subordinated to the consciousness, the content of which is spirituality.

According to N. Khamitov, consciousness can be directed both to the outside world and to itself, becoming self-consciousness [21, p. 333].

Self-awareness is the separation of an individual themselves from the objective world, awareness of their attitude to the world, themselves as a person, their own actions, thoughts, feelings, desires, and interests. An important role in the formation of self-consciousness is played by a language, which arises simultaneously with consciousness and reflects it.

According to E. Pomytkin, a spiritual level of human consciousness is characterized by understanding that the Universe is a single organism and the Earth is an integral part of it [18]. Thus, a level of spiritual self-awareness of a person is characterized by awareness of themselves and others as unique cells of the Universe, which affects relationships and behaviour, and in particular, a level of development of communicative competence.

An outstanding scientist and philosopher A. Losev noted that if the parts exist only because they reproduce the whole, and the whole is embodied in its separate parts, then it means that each part of the whole affirms itself not only through the reproduction of the whole, but also through the reproduction of other parts. Parts of the whole, according to the scientist, are not only in their whole, but also in one another [13, p. 82]. Therefore, if a person consciously develops at least one component of their spiritual self, then all the components that contribute to the development of spirituality will be involved in this process.

Understanding of a future educator of their own spiritual self, promotes the development of reflection of their intimate qualities and directs them to the perfection, which is reflected in external behaviour, and in particular, in communicative activity.

As is generally known, in the mental field of a teacher and a child, the field of the teacher, as a formed personality, is dominant. Educators and students being communication partners, have various communicative and intellectual experience. It should be noted that a human language is built on semiotic features. Phonetic connections in the mind of a person contribute to the organization of the lexical system and its functioning in the process of text introduction. Thus, the spiritual orientation of a teacher helps to use the lexical system that promotes the spiritual growth of their own consciousness and, accordingly, the consciousness of the pupils.

Consequently, the empirically entrenched experience of spiritual formation conveyed by an educator by means of words will be perceived by children. In this way a spiritual potential of pupils is developed.

A person is born and develops as an individual in a society, so we assume that the individual consciousness of a person and the social consciousness processes are interconnected and interactive.

So mutual transition between individual and public consciousness takes place in the process of communication. Therefore, a self-perfected personality, in particular a future educator, should mind their thoughts and speech, which are their reflection. As L. Vygotsky point out, “A conscious word is a microcosm of a human consciousness” [5, p. 46].

Value orientation in life affirms a person’s *spiritual directivity*. Values play an important role in the life of both a person and society. The formed hierarchy of a value system of a human is the basis for decision-making and their behaviour. A sense of existence of a man himself lies in their need for the spiritual values, subordinating their life to them.

E. Pomytkin considers that in order to approach an absolute value – the higher Essence in the upbringing a person – one must rely on a system of transcendental values, namely, Faith, Hope, Love, and focus on accomplishing the ideals of Beauty, Good and Truth in everyday life [18, p. 83].

Fostering these ideals in children occur during the communication activity that unfolds in the process of interaction between an educator and educatees.

To be able to convey accurately and perfectly the meaning of such complex categories to children, an educator must have a high level of communicative competence. Therefore, if in the course of their studies

students subordinate their lives to the spiritual values and constantly work on improving the level of their communicative competence as an indicator of communicative culture, then it will contribute to successful pedagogical activity of development of spirituality and communicative abilities of students in the future.

During the development of spiritual orientation of a person, the perception of art, especially the highly artistic, plays an important role. Art forms an integral personality through an aesthetic standard that is manifested in both positive and negative images. The aesthetic perception develops spiritual, intellectual, and communicative features of an individual, shapes their ability to evaluate and express aesthetic judgment.

In our opinion, artistic activity in an institution of preschool education not only forms the outlook of the preschooler, but also develops his speech potential. Therefore, future educators in the process of studying the humanities or courses of aesthetic orientation (“Handicrafts”, “Basics of Fine Arts with Methodology”, “Pedagogical creativity”, etc.), learn to describe their impressions, verbalize feelings and give verbal evaluation of aesthetic expression. All the mentioned above, in turn, enriches the spiritual realm of future educators. By perceiving works of great composers and folk art, classical music, students can experience catharsis, after which a reassessment of values, and being in general, is possible.

It should be noted that a future specialist with developed spiritual and aesthetic needs treats themselves, the nature and others, not as the owner, but as a person who feels the beauty, uniqueness and originality of each essence. Therefore, we can state that the aesthetic education of children is carried out in the process of communication of an educator with children. This is manifested in their communicative abilities and skills, capability to hold a dialogue with the students, humane attitude towards them, which influences the intensity of spiritual and creative development of all participants of the educational process.

In addition to the above mentioned, it was noted that drama theatre effectively contributes to the formation of communicative competence of students of specialty “Preschool Education”. It was organized within the annual charity action “Childhood: a step into the future”, initiated by the students of specialty “Preschool education” in 2009. For St. Nicholas Day celebration students take part in the staging of fairy tales, and in the process

of preparation and performance itself they demonstrate communicative skills and creative abilities. In spring, the students have the opportunity to showcase their theatrical abilities and communication skills in the process of communicating with the children from orphanages of Kyiv and Kyiv region.

*Spiritual character traits* form the next component of personality spirituality.

In philosophy, it is considered that the character, as a set of permanent mental characteristics of a person, depends on their outlook. In other words, orientation of a human activity, attitude to existence depends on moral principles, attitudes, and beliefs. We think that the socio-historical nature of a person's character is manifested in their communicative competence.

In psychology, the character is regarded as a coherent entity that defines its human "Self". According to N. Pavlyk, character traits are a stable form of responding, behaviour, or attitude [17, p. 72]. E. Pomytkin distinguished the following features of the character of a decent, principled person: strictness, frankness in communication, rejection of hypocrisy, slyness, adherence to high moral standards of behaviour, responsibility, diligence, conscience, reliability, inclination for heroism, willingness to risk for the sake of a lofty goal, and patience [18, p. 143].

Such an approach gives grounds to consider the communicative competence of an educator as the ability to navigate the most important virtues of a principled person, to enrich their vocabulary with a list of these virtues and their senses, to use actively the above mentioned categories of morals and to impart them to a rising generation.

Communication is a spiritual need of every individual as a representative of society. As a social phenomenon, communication covers all spheres of life and human activity. The content of communication is the content of human consciousness. *Spiritual communication* on all levels and in all types involves treating everyone and themselves as a component of a single organism and treating animal and plant worlds as part of that organism. Such attitude promotes the spiritual union with the Other. The uniting power that underlies spiritual communication is unconditional love.

In her thesis, V. Zhulay introduces a concept of "perfect love", which she defines as a highest form and a complete acceptance of another person with their specific identity and promoting their individual growth, creative uncovering and the enrichment of their essence. The scientist points out

that the phenomenon of love helps to unify (both uniting sexes and a community; such harmony is manifested in the denial of selfishness); to promote productive personality development; to create a sense of security as to the Other through the confidence it entails; to recreate a new quality of interpersonal relationships; to resist the “ego social medias” that enhance the fragmentation of the society [10, p. 150].

Therefore, taking into account mentioned thoughts and statements, we consider love of an individual, in particular that of a future educator, as unconditional, which exists irrespective of anything, to themselves, other people, everything essential and contributes to spiritual union with the Other. An educator filled with unconditional love is able to express this feeling by choosing the appropriate utterances that show a child a warm, friendly, positively coloured emotional attitude with a preschooler personality as a dominant element. All mentioned above are the features of dialogical communication, in which a person is defined as a highest value.

According to W. Humboldt, a speaker and a listener perceive the same object in different ways and read a certain meaning into the same word. Therefore, mutual understanding between the interlocutors is at the same time a misunderstanding [8, p. 233]. The emotional colouring of the word plays an important role in such cases.

An educator with a developed component of spirituality – spiritual communication – speaks to the pupils and other people benevolently, with unconditional love, being mindful of the linguistic nature of the genetic apparatus that has a spiritual component.

### **7. Relationship between communicative competence and spiritual-creative development of an individual**

The mutual influence of the development of spirituality of a future educator’s personality and their communicative competence is determined by a level of development of the *creative component* of spirituality.

Contemporary scientists N.V. Hamitov, L.I. Tarasyuk regard creativity as the ability to accomplish tasks on the basis of coming up with new ideas. The authors state, “Creativity of a true creator must change the world, not overflow it with more and more new works” [21, p. 181].

The up-to-date philosophical dictionary states that creativity is a constructive activity for the creation of a new one [7, p. 625]. In the



era of antiquity, creativity was associated with the creative processes of cosmogenesis and the concept of Eros as a creative goal-setting; in the Middle Ages – with the creative potential of God as Creator; during the Renaissance, creativity was considered as artistic achievements of a man. German classical philosophy focuses on the cognitive aspects of creation; some contemporary philosophers (N. Hartmann, E. Husserl, A. Whitehead) consider creativity a merely intellectual phenomenon; the philosophy of existentialism interprets creativity as an existential phenomenon that underlies the freedom of a personality [7].

In his studies, a world-renowned philosopher M.O. Berdyaev stated that humanity was on the verge of a world religious era of creativity, on the so-called space pass. This creative age must produce a new creative doctrine of a man, of the world and its development. Such a doctrine envisions freedom as the basis of necessity, and personality as the basis of any being. According to the scientist, creative spiritual life is the movement, but a very peculiar movement which is not plane, but vertical, going up and deep down. “Truth and beauty cannot prevail in the triviality of the world, in the wide field of lineal life, they ascend to the cross and only through the mystery of crucifixion does the rose of world life resurrect” [3].

In view of the above, we are convinced that a blossoming creative beginning of a person who will go forward boldly to meet the unknown, freely spreading their wings of creative inspiration, will overcome the life obstacles solving the creative tasks that are set before them, should become this “rose of the world life”.

If philosophy deals with the essence of creativity in different historical epochs, then psychology studies two aspects of creativity: first, as a psychological process of creating a new, second, as a set of personality traits that ensure success of this process.

Recalling the role of spirituality in the professional activity of a teacher, it should be noted that the driving force for the development of the creative personality of a future teacher should be a contradiction between the requirements of society to the level of formation of their essential integrative quality and real chances of a personality to satisfy these requirements. The preconditions for the development of a creative potential as a basis of professional culture of a future teacher of preschool education should become the student’s abilities, necessity for self-actualization, motivation

of personal and professional growth, orientation to a certain teacher's ideal, spiritual values that he or she professes, identification with him or her on the basis of presence of particular individual features, a unique style of activity and behaviour that accumulates in the teacher's communicative abilities, his or her communicative competence.

Thus, the interpretation of the concept of spiritual-creative development of the personality of a future teacher can be the following: spiritual-creative development is qualitative changes that occur in the mind of a future specialist in the process of communication, training, self-education and various activities, and they lead to the emergence of such innovations in psyche as unconditional love, expansion of consciousness, humanistic attitude, freedom of choice, optimism, and high creative potential.

In our opinion, therefore, a mission of a person who has chosen the profession of a preschool teacher should be a persistent work on perfection of the spiritual-creative world, both their own and that of their pupils. The life path of an adolescent depends on what values the teacher and parents will inculcate in them, what guidelines will be chosen, what approaches will be used to make a child understand the meaning of his or her life. Pupils gain the vision of the future and their place in it based on their communication experience gained in the childhood, the laid down principles, rules and code of behaviour, by-past reality situations, developed personal attitude to the problems and achievements. That is, a life scenario of a growing personality is created, in which teacher plays the leading role, so the latter should possess an optimistic attitude, a broad outlook, a high level of communicative competence, self-awareness and creativity, an ability to fudge helping the pupils to create themselves by means of a word.

According to M. Berdyaev, the spirit can create, since it is "a creative activity" [2, p. 271] and "a divine element" [2, p. 251]. We are certain that the spirit of a man creates by a word, the mysterious process of communication by means of speech. According to V. Humboldt, speech is a continuous activity of the spirit aimed at transforming a sound into an expression of thought [8, p. 365].

If we consider the category of professionalism of preschool teachers at the level of pedagogical acmeology, we can see that professional activity of a teacher is "a leading way to learning the art of living" (L. Sohan, E. Fromm, et al.).

As per L. Sohan, in order to enjoy life, it is necessary to perform a spiritual-moral achievement, since there are always difficulties along the way, which, at first, seem insurmountable, but thanks to the art of living, development of your own life strategy, the ability to build an original behaviour model in unpredictable situations, there is always a solution, obstacles are being broken, new horizons are being opened [20].

From our point of view, the art of living is an indicator of the social-psychological maturity of a person, which is manifested in the ability to communicate on the basis of humanistic psychology.

The humanistic value of developing professionalism is consolidated in the ability of educators to organize their life path as a whole, complying its goals and life values. A. Antypiev points out that the humanization of education lies not only in strengthening of humanness in the relations between subjects of this process, but also in the orientation towards universal values [1, p. 98].

Understanding of professionalism, of course, is possible by realizing the integral components of activity, personality, and communication. Formation of professionalism of teachers of preschool education is impossible without introduction of psychological system of studying and development of communicative competence in the structure of general ability of a student to professional and personal growth. A fundamental characteristic of professionalism of a teacher is also a manifestation of their readiness to accept self-development of a child in the process of mastering their speech as a means of establishing relationships with peers and adults.

We believe that all of the above has its logical reflection in such a concept as life-creating potential of a future teacher of preschool education. Therefore, we have distinguished components of life-creating potential, among which an ability of a teacher to communicate is a keynote. In other words, a communicative competence is one of the basic conditions and consequences of forming a teacher as a professional. From this it follows that the components of a life-creating potential of a future preschool teacher are:

- *Openness to the new.*
- *Value orientations.*
- *Freedom of choice* and namely that of your viewpoints, life strategies, ways and means of mastering socio-cultural experience.
- *Critical thinking* (the ability to comprehend critically and interpret everything that is happening in life).

– *Intuitiveness* as the ability to estimate, make decisions and predictions in the quickest way.

– *Willingness to constant self-development and self-actualization.*

– *Creativity* as a general creative ability.

– *Communicative competence* (a high level standard of speech, an ability to persuade and to tolerantly get an opinion across to listeners, an ability to exert a positive psychological influence on the behaviour of students by means of words).

– *Inclination for leadership* (the ability to take responsibility for others)

– *Social activity.*

– *Social resourcefulness* (the ability to create one's own models of communication and interaction with people).

– *Inclination for impunitive (surmounting) behaviour in critical situations.*

Thus, by enabling their creative potential and, at the same time, transferring communicative competence to a higher level, a future educator contributes to the development of their own spirituality, the spirituality of children and, accordingly, the Universe. Even the ancient sages said that in order to change the world one needs to change themselves.

The essence of spiritual creativity lies in the understanding of the fact that the cause of any situation is in the spiritual body, and its consequence is in the physical body. Settling a problem, making a decision based on a certain thought promotes spiritual self-creation, self-improvement of a person and, as a consequence, productive creative life.

V. Krasnykh, considering the process of socialization of an individual, notes that thinking and knowledge of a person of each generation are not inherited biologically, but are formed during life by assimilation of the culture created by the previous generations. Thus, the experience of a man is generated [12].

Experience as a philosophical category is the integrity and versatility of a human activity, which combines knowledge, skills, feelings, and will.

Spiritual experience is accumulated by an individual in the process of their spiritual life. A person, a future educator, in particular, who consciously embarked on the path of spiritual development, recognizes and perceives the reality from the standpoint of sensation of themselves and others as the cells of the Universe, and all the essence as the involvement with it. This perception contributes to the development of moral-spiritual reflection, the pursuit of the ideals of Beauty, Good and Truth in a daily life, spiritual self-

creation, self-improvement, a creative approach to professional activity, the development of unconditional love, which is, in fact, a spiritual experience.

It should be mentioned that the human experience is imprinted in consciousness and inherited genetically. The spiritual experience is a mechanism of stabilization, which preserves the process of a person activity, their orientation, internal harmony and harmonious relationships in society.

Thus, the accumulated experience of spiritual self-perfection is a fixed attitude and influences unnoticeably for a person themselves their viewpoints and the level of communicative competence.

To sum up, we can state that the communicative competence of a future preschool teacher is based on their spiritual experience and, as a consequence, they will pass on their spiritual experience to the children by means of creative communicative activity.

### **8. Research conclusions and prospects for further studies**

With regard to the foregoing, we have come to the conclusion that the communicative competence of an individual, their spirituality and creativity are interconnected and equally determine each other. We are convinced that the development of our state requires a future teacher to be an example of the communicative and spiritual culture of the Ukrainian nation. Therefore, at the present stage of the development of a new Ukrainian statehood and organization of the educational process in higher pedagogical institutions special attention should be drawn to communicative competence as a condition and consequence of the spiritual-creative development of future specialists of preschool education.

As a result of the research we have found out the following: firstly, one of the components of the professional culture of a future teacher is their communicative competence; secondly, the communicative competence of a future educator lies in the ability to establish a dialogical, humanistic-oriented communication with pupils, a child with his or her unique inner world self being the center of it; thirdly, unconditional love for children, for themselves and for others should be a main result of the spiritual-creative development of a student of specialty preschool education. All these phenomena are interrelated, and the communicative competence of a future teacher is both a condition and consequence of their spiritual-creative development.

We consider diagnostic study of the level of spiritual-creative development of future preschool teachers as the potential for further scientific researches.

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**FEATURES OF THE SEX-ROLE SPHERE  
OF GIRLS-ADOLESCENTS WITH VIOLATIONS  
OF THE MENSTRUAL FUNCTION**

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**Abstract.** The article is devoted to the study of the characteristics of the sex-role sphere of personality of adolescent girls with gynecological pathology using pubertal bleeding and secondary oligomenorrhea as an example. Menstrual dysfunctions occupy a leading role in the structure of adolescent gynecological morbidity, as evidenced by frequent relapses and insufficient treatment effectiveness, which makes studying the formation factors of girls' reproductive potential an urgent research task. The aim of the work is to study the characteristics of the sex-role sphere of adolescent girls suffering from menstrual dysfunction, which can act as possible internal conditions for the development and course of the disease. The main tasks were identified as analysis of the characteristics of the organization and functioning of the sex-role sphere of teenage girls with pubertal bleeding and secondary oligomenorrhea. The theoretical and methodological basis of the study was: the biopsychosocial approach, gender and gender-role approach in psychology, as well as modern scientific studies of medical and psychological factors in the formation of menstrual dysfunction in adolescent girls. The study involved 287 teenage girls: 187 people suffering from menstrual dysfunction and 100 somatically healthy girls as a control group. All adolescents were divided into two age subgroups: 13-14.5 years old and 15-17 years old. Scientific research was carried out on the basis of the Department of Pediatric and Adolescent Gynecology of the Institute for Child and Adolescent Health at the National Academy of Medical Sciences of Ukraine, as well as secondary schools in Kharkov.

The following psychodiagnostic methods were used in the work:

- A.B. Heilbrun sex-role ACL-scale;
- the psychosexual proportion of Dur-Moll L. Szondi;

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– the masculinity/femininity scale from PDO-2 A.E. Lichko.

As a result of an empirical study, it was revealed that sex-role deviations have a predisposing role in the formation of menstrual dysfunction. Girls with pubertal bleeding are characterized by a predominance of biogenic masculinity, which limits the assimilation of the feminine patterns of behavior and the feminine component of the self-concept. Girls with secondary oligomenorrhea are characterized by significant severity of biogenic masculinity and the compensatory development of feminine patterns of behavior and attitudes in the self-concept. The organization of the symptom-complex of masculinity/femininity in research groups is characterized by discordance at different levels. In case of puberty bleeding, discordance of the biogenic and behavioral levels with respect to the gender role-concept is observed, and with secondary oligomenorrhea, discordance of the biogenic level with respect to the level of self-concept and behavior is observed. An analysis was made of the determination of models of the structural organization of the symptom-complex of masculinity/femininity, which established the presence of a continuum-adjunctive sex-role model normative for younger adolescents and its preservation as immature in older adolescence in girls with puberty bleeding, as well as the phenomenon of the acceleration of the development of a mature androgynous model of girls with secondary oligomenorrhea. Based on the results of the study, recommendations are given regarding the organization of psycho-correctional work with adolescent girls suffering from menstrual dysfunction.

### 1. Introduction

In recent years, the state of reproductive health of adolescent girls is characterized by a constant deterioration. According to I.E. Aslanyan, M.Yu. Borisenko, E.V. Uvarova, S. Akgül, N. Kanbur [1, p. 34; 2, p. 16; 3, p. 8] prevalence among girls of gynecological pathology is increasing. Its main forms are disorders of menstrual function, which in Ukraine in the structure of gynecological morbidity in adolescents account for 61-63% [4, p. 36].

Menstrual dysfunction negatively affects the overall development of the personality, transforms all spheres of life of teenage girls, complicates the process of becoming a woman, the formation of inter-partner communication, often accompanied by feelings of shame, anxiety, inferiority, pronounced emotional lability, etc. [5, p. 179].

A number of researchers note that during puberty, the selective sensitivity of the reproductive system to psychological factors increases. [1, p. 33; 5, p. 180; 6, p. 39]. Among the leaders note: the nature of family relationships and the conditions of upbringing, difficulties in communicating with peers, stress during educational overloads [4, p. 48], personality characteristics of adolescents, namely certain types accentuation of character [7, p. 203], stress and the consequences of psychological trauma, difficulties in undergoing critical phases of psychosexual development and socialization [2, p. 18]. So, the analysis of the formation of menstrual dysfunction should be carried out taking into account psychological factors. However, studies in this direction are few, sometimes contradictory. The psychosexual aspect of the gynecological pathology of adolescents, the influence of sex-role factors (which are one of the vectors of psychosexual development) generally remain poorly understood. Meanwhile, sex-role structures are basic personality characteristics that play a decisive role in the processes of adaptation, supporting the psychological and psychosomatic health of a person [8, p. 86].

There are some data [2, p. 21] on the role of gender-role identity disorders in the formation of pubertal bleeding, secondary oligomenorrhea and other menstrual dysfunctions, namely, prevalence in girls of male aspects of gender identity. They are associated with such features as perfectionism, stenicism, leadership qualities, the prevalence of the desire to be distinguished from many. In addition, the presence of severe narcissistic and castration anxieties is indicated. The research results also demonstrate the girls' desire for an ideal athletic body with significant muscle mass (in patients with pubertal bleeding), for strength, sportiness, and possession of willpower (in patients with pubertal bleeding, secondary oligomenorrhea and secondary amenorrhea), which are reflected in their behavior. A.S. Kocharyan revealed the presence of sex-role transformation in adolescent girls suffering from pubertal bleeding. At the same time, the author claims that: "Sex-role formations are core in the personality structure, and constitute the entire personality system, being one of the definitions of psychological and psychosomatic health" [8, p. 132]. Certainly, the data indicate that deviations in the structure of the sex-role sphere become a factor predisposing to the development of gynecological pathology.

With this in mind, it becomes necessary to study menstrual irregularities in a gender-role context, which will improve the provision of medical and

psychological assistance to teenage girls, determine ways and methods of psycho-correctional work in order to mitigate the course and consequences of the disease.

Thus, the goal of our study is to study the characteristics of the sex-role sphere of teenage girls suffering from menstrual dysfunction, which can act as possible internal conditions for the development and course of the disease.

As the main tasks, one can single out an analysis of the characteristics of the organization and functioning of the sex-role sphere of teenage girls with pubertal bleeding and secondary oligomenorrhea.

The sex-role sphere of the personality is represented by the symptom-complex of masculinity/femininity (hereinafter M/F) and, as a result, violations of this sphere can relate to its following aspects:

- 1) structural characteristics of M/F;
- 2) level characteristics M/F;
- 3) features of inter-level connections of M/F formations.

Today, it is possible to distinguish three structural models that describe the sex-role sphere of personality: continuum-alternative, continuum-adjunctive and androgynous. The first two models reflect the immature structure of the M/F symptom-complex of the early puberty. Beginning with the period of sexual segregation, preparation for the splitting of M/F formations occurs – a continually alternative sex-role model in boys and a continuum-adjunctive model in girls are replaced by an androgynous (orthogonal) model by the age of 15-16 [9, p. 31]. Psychological M/F formations become independent. The mature androgynous structure is simultaneously integrated and differentiated, which allows it to be considered as complex. In this case, the ideal formation of M and F. performs the function of integrating a mature sex-role symptom-complex.

It is also known that the study of M and F can be carried out at three levels: sociogenic (or the level of self-concept), biogenic and behavioral [9, p. 83].

Thus, when describing the sex-role sphere of girls with menstrual dysfunction, it is advisable to rely on the level distribution of M/F formations, the study of the concordance/discordance of the M/F symptom-complex at different levels of its functioning, and on the identification of the sex-role model of personality.

As methods for studying the features of the structure and function of the M/F symptom-complex, a number of sex-role scales were used – the ACL-scale of sex-role behavior A.B. Heilbrun, Dur-Moll scale in the L. Szondi method, m/f PDQ scale (Psycho-diagnostic questionnaire) – 2 A.E. Lichko. When processing the data, the Fisher angular transformation criterion and the Tay Kendall correlation method were used.

The study was conducted on the basis of the Department of Pediatric and Adolescent Gynecology of the Institute for Child and Adolescent Health of the National Academy of Medical Sciences of Ukraine, as well as secondary schools in Kharkov. The study involved 187 girls suffering from pubertal bleeding (MKX10: N92.2) and secondary oligomenorrhea (MKX10: N 91.4), as well as 100 somatically healthy girls – the control group. All adolescents were divided into two age subgroups: 13-14.5 years old and 15-17 years old. The total number of teenage girls was 287.

## **2. The level organization of the symptom-complex M/F of sick girls**

In order to identify the features of the level distribution of M/F formations, the concordance/discordance of the M/F symptom-complex at different levels of its functioning (sociogenic, behavioral and biogenic) of adolescent girls with menstrual dysfunction, the psycho-diagnostic map A.S. Kocharyan [8, p. 142]. The sociogenic level of the symptom-complex M/F was diagnosed using the control adjective scale ACL – A.B. Heilbrun. The m/f PDO scale, which is based on the socio-normative concept of M/F, has the following content: activity-passivity, sociality-egocentrism. The biogenic level of the M/F symptom-complex was diagnosed with the Dur-Moll scale of the L. Szondi technique.

At the first stage, in each of the studied groups, the percentage ratio of the types of sex role identity for each level of M/F symptom-complex was established (tables 1, 2).

From table 1 it can be seen that girls of the first age group suffering from pubertal bleeding at the sociogenic level more often identify themselves as feminine (45,1%), as well as androgynous (39,2%). These indicators do not distinguish them from the control group. However, in girls with pubertal bleeding, there is a lack of the masculine type of sex-role identity, which indicates the negation of masculine characteristics at the level of self-concept. Moreover, masculinity indicators are significantly expressed at the

behavioral and biogenic levels in pubertal bleeding sufferers (73,6% and 78,4% respectively), while females at the behavioral level are dominated by femininity, and feminine characteristics are significantly represented at the biogenic level more often. This suggests that girls with pubertal bleedings have an inter-level sex-role inconsistency (discordance): behavioral masculinity is based on biogenic (deep) masculinity, but it is not accepted at the level of the self-concept, and girls evaluate themselves as feminine. At the same time, in the control group of younger adolescents, inter-level coordination is noted: “androgynous” (48%) and “feminine” (34%) girls at the behavioral level have significantly high indicators of femininity. And girls with high biogenic masculinity (64%) have the opportunity to compensate for it. A.S. Kocharyan in his works noted the existence of inter-level compensation [9, p. 67]. This means that people with pronounced masculine (or feminine) characteristics at the biogenic level can detect feminine (or masculine) traits at the behavioral level and at the level of gender role identity (sociogenic).

Girls of the first age group suffering from secondary oligomenorrhea are significantly more likely, in comparison with control group, to assess themselves as feminine (55%) and 45% – as androgynous. At the same time, as with girls with pubertal bleeding, they have a denial of their own masculinity at the level of self-concept (0%). In addition, unlike the other groups studied, girls with secondary oligomenorrhea are characterized by a clear gender role identity – the group does not present an undifferentiated type. The trend towards feminization is also observed at the behavioral level. Girls select feminine behavior in 89% of cases, which significantly distinguishes them from control group. The biogenic level in patients with secondary oligomenorrhea is represented by dominant masculinity, with 25% of girls having pronounced masculinity ( $M = 100\%$  according to the Dur-Moll L. Szondi scale). Moreover, among 42,5% of girls with biogenic femininity, there is not a single representative with this emphasized characteristic (when  $F = 100\%$  on the Dur-Moll L. Szondi scale). This fact distinguishes girls with secondary oligomenorrhea from a healthy group and suffering from pubertal bleeding. Based on the analysis of the level distribution of M/F formations, we can talk about the suppression, tabooing by girls of the secondary oligomenorrhea group of masculine characteristics at the level of self-concept and hyperfeminine orientation at the behavioral level, as excessive compensation for biogenic, deep masculinity.

Table 1

**Level distribution of M/F formations of sick girls of the first age group in comparison with control group**

Symptom complex M/F levels		Frequency %		Level of differences, $\varphi$	Frequency %		Level of differences, $\varphi$
		PB n=49	CG n=50		SOM n=40	CG n=50	
Sociogenic	M	0	6	2,48**	0	6	2,33**
	F	45,1	34	1,14	55	34	2,00*
	A	39,2	48	0,89	45	48	0,28
	U	15,7	12	0,54	0	12	3,32**
Behavioral	M	73,6	38	3,8**	11	38	3,06**
	F	26,4	62	3,8**	89	62	3,06**
Biogenic	M	78,4	64	1,6*	57,5	64	0,63
	M!	0	12	3,22**	25	12	1,6*
	F	21,6	36	1,6*	42,5	36	0,63
	F!	3,9	12	1,55	0	12	3,03**

Note: \* –  $p \leq 0,05$ , \*\* –  $p \leq 0,01$ ;  
 $\varphi$  – Fisher angular transformation criterion;  
 A – androgynous type; M – masculine type;  
 F – feminine type;  
 U – undifferentiated in a sex-role relation;  
 M! – coefficient M = 100%;  
 F! – coefficient F = 100%;  
 PB – pubertal bleeding;  
 SOM – secondary oligomenorrhea;  
 CG – the control group.

Table 2 shows that although in the second age group of sick girls, the features of the inter-level distribution of M/F formations are similar to the first age group, a number of distinctive points should be noted. So for the group with pubertal bleeding at the sociogenic level, an increase in the number of girls who rate themselves as androgynous is (76,5%). At the same time, there is a negation of masculine characteristics at the level of self-concept. The same indicators are noted in the control group.

Table 2

**Level distribution of M/F formations of sick girls  
of the second age group in comparison with control group**

Symptom complex M/F levels		Frequency %		Level of differences, $\varphi$	Frequency %		Level of differences, $\varphi$
		PB n=50	CG n=50		SOM n=48	CG n=50	
Sociogenic	M	0	0	0	6,3	0	2,51**
	F	23,5	26	0,29	41,6	26	1,64*
	A	76,5	70	0,73	45,8	70	2,45**
	U	0	4	2,02*	6,3	4	0,51
Behavioral	M	62	20	4,43**	19,8	20	0,03
	F	38	80	4,43**	80,2	80	0,03
Biogenic	M	82,4	42	4,33**	54,2	42	1,23
	M!	5,9	12	1,08	16,7	12	0,66
	F	17,6	58	4,33**	45,8	58	1,23
	F!	0	8	2,56**	0	8	2,50**

Note: \* –  $p \leq 0,05$ , \*\* –  $p \leq 0,01$ ;

$\varphi$  – Fisher angular transformation criterion;

A – androgynous type;

M – masculine type;

F – feminine type;

U – undifferentiated in a sex-role relation;

M! – coefficient M = 100%;

F! – coefficient F = 100%;

PB – pubertal bleeding;

SOM – secondary oligomenorrhea;

CG – the control group.

A high percentage of "androgynous" teenage girls can be explained, firstly, by age-related changes, the completion of the splitting of M/F formations by the age of 15-16 – against the background of the intensive functioning of the endocrine system, an increase in the desire for girls to please boys is observed, normally showing female forms of behavior and suppressing male; the formation of erotic and sexual libido (1 phase), the choice of the

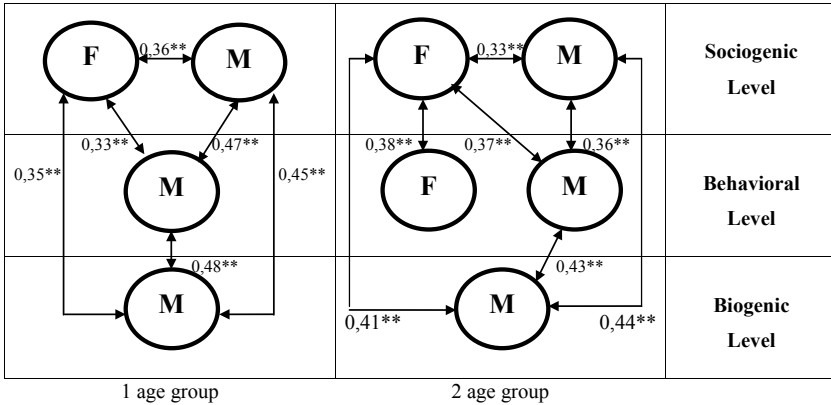
object of attraction. Secondly, this may be a consequence of the introjection of masculine values accepted in European culture. A.S. Kocharyan argued that the cultural norms of female behavior are “artificial,” and noted the existence of a gap between deep, biogenic femininity and its presentation at the level of self-concept [8, p. 130]. However, while in the control group the androgynous type is consistent with the prevailing behavioral and biogenic femininity, in the group with pubertal bleeding, masculinity remains dominant at the behavioral level (62%), and at the biogenic level there is a significant increase in the percentage of girls with masculine characteristics (82,4%). Moreover, among 17,6% of girls with biogenic femininity there is not one with  $F = 100\%$  on the Dur-Moll L. Szondi scale.

The androgynous type also dominates in secondary oligomenorrhea girls (45,8%), however, its frequency of occurrence is significantly lower than in the control group (70%). At the same time, femininity indicators are significantly more often represented (41,6%) compared with healthy adolescents (26%). Given the high behavioral femininity, it can be argued that the hard line of “feminization”, noted in the first age group, is presented in the second. The androgynous orientation of girls with secondary oligomenorrhea seems to be based on biogenic masculinity (54,2% of girls, of which 16,7% have  $M = 100\%$  on the Dur-Moll L. Szondi scale, and pronounced femininity is 0%) and, as compensation, hyperfeminin behavioral reactions are observed.

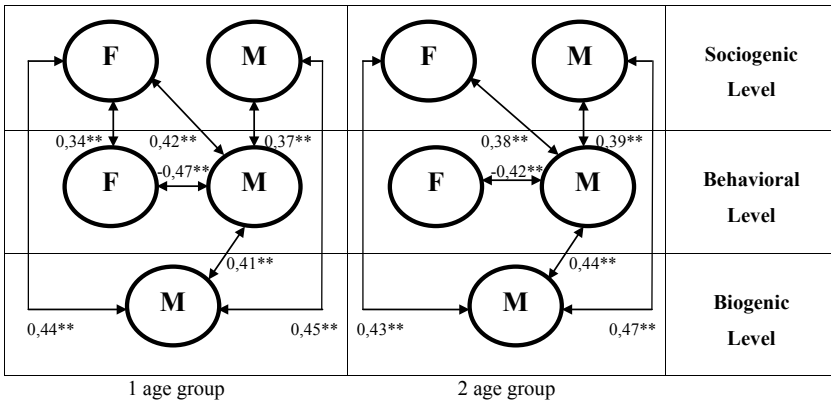
At the second stage, the inter-level connection of the M/F formations (in other words, the sociogenic, behavioral and biogenic levels of M/F) was analyzed. Figures 1, 2, and 3 show the corresponding correlation pleiades for each of the studied groups of adolescents.

From Figure 1, it can be seen that in the group of younger adolescents with pubertal bleeding, the relationship of M and F formations at the sociogenic level is significantly positive and relies on behavioral and biogenic masculinity. Thus, girls become “hostages” of biogenic masculinity, the scope of which limits both the feminine and masculine self-concept and sex-role behavior. This sex-role structure can be described as undifferentiated when the relations between the individual levels of the M/F symptom-complex are rigidly determined. The second age group does not have significant differences in the structure of inter-level connections within the symptom-complex M/F. Girls of this group, only add a significantly positive correlation of feminine characteristics of behavioral and sociogenic levels.





**Figure 1. Correlation pleiades of the relationship of different levels of the symptom-complex M/F in the 1st and 2nd age groups of girls with pubertal bleeding**



**Figure 2. Correlation pleiades of the relationship of different levels of the symptom-complex M/F in the 1st and 2nd age groups of girls with secondary oligomenorrhea**

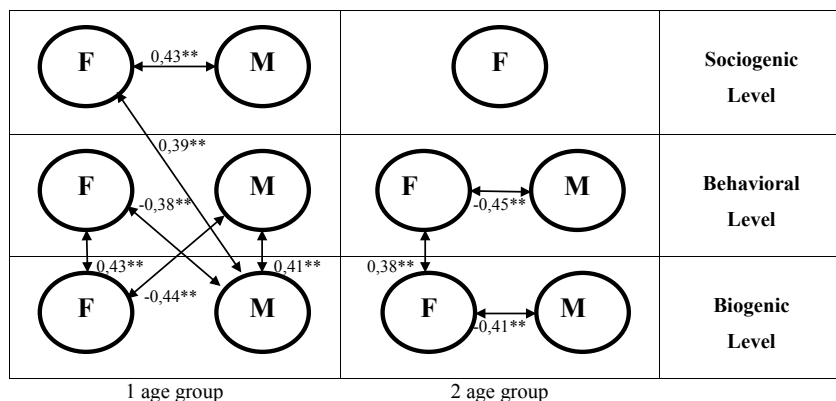
This confirms the above assumption that being “deeply” masculine, girls deny the presence of masculine characteristics at the level of the I-image and their behavior. And this, in turn, is evidence of inter-level discordance.

According to Figure 2 in both age groups of F- and M- formations of the level of self-concept are independent of each other, and at the behavioral level they are generally mutually exclusive (where feminine characteristics significantly dominate, see tables 1, 2). At the same time, as in the case of girls suffering from pubertal bleeding, there is a rather rigid sex-role structure determined by biogenic masculinity. The peculiarity of girls with secondary oligomenorrhea is hyperfeminin behavior with the suppression of M-formations and the negation of the masculine properties of the personality in the I-image, in order to compensate for the primary, biogenic masculinity. So, girls of this group adhere to behavioral patterns that correspond to the pseudo-normative model of gender-role behavior of women: emphasized passivity, submission, dedication, masochistic inclinations, suffering, passivity, etc. Such behavior can be caused not by desire, but by necessity, by the obligation to adopt a female sexual role.

Thus, the presented structure of inter-level connections within the M/F symptom-complex in girls suffering from pubertal bleeding and secondary oligomenorrhea can be described as non-articulated, rigid, not allowing individual levels of the symptom-complex to show relative freedom. This fact greatly complicates the development of adaptive gender roles by a person.

In literature there are indications that a person, in fact, is free in his behavior from "...constant personality structures" [8, pp. 144-145], that his behavior may correspond to the situation, even if it contradicts his personal characteristics ("The phenomenon of the situation and situational conditioning of people's behavior"). In this case, it becomes possible to compensate one level for another, avoiding rigid determination between individual levels of the M/F symptom-complex. This option can be observed in the analysis of the inter-level connection of masculinity and femininity formations in adolescent control group.

As can be seen from pic. 3 in the first age group, the relationship of the M/F formations of the sociogenic level in healthy girls is significantly positive, which is characteristic of the period of early puberty. A positive correlation is also observed between the F-formations of the behavioral and biogenic levels and M-formations of the same levels. This indicates the consistency of the behavioral and biogenic levels of the M/F symptom-complex in the control group – the behavioral realization of female and male roles is based on the genetic, hormonal aspects of femininity and



**Figure 3. Correlation pleiades of the relationship of different levels of the symptom-complex M/F in the 1st and 2nd age groups of girls of the control group**

masculinity. At the same time, it can be seen that biogenic masculinity is inversely negatively related to behavioral femininity, as is biogenic femininity with behavioral masculinity. Of interest in the control group is a positive correlation of the femininity of the sociogenic level and biogenic masculinity. Obviously, the adoption of female characteristics as qualities in healthy girls occurs through personal compensator in primary masculinity. In general, inter-level connections within the M/F symptom-complex in the first age-related control group differ (in comparison with groups of sick girls) in greater differentiation and articulation.

In the second age group, one observes:

- the lack of communication between M/F formations of a sociogenic level, which corresponds to their age category;
- lack of links between biogenic, behavioral and sociogenic masculinity;
- c) the lack of connections between biogenic masculinity and femininity of behavioral and sociogenic levels;
- the dominant behavioral femininity is based on biogenic, which ensures the consistency of these levels of the symptom complex;
- M/F education within the framework of the behavioral level, as well as biogenic mutually exclusive.

The absence of linear relationships between the level formations of the M/F symptom-complex indicates that there may be multivalued relationships between them. And this, in turn, provides an opportunity for inter-level compensation. This state of affairs allows girls to more flexibly adapt to different gender roles, appropriate to a particular situation. As a result, role-playing flexibility and a wide range of gender-specific behavior are observed in control group girls.

### 3. Characterization of infrastructural relationships of M/F formations of sick girls

The nature of the infrastructural connections of M/F formations is determined by the organization model of the symptom-complex M/F: continually alternative, androgynous and continuum-adjunctive [9, p. 30]. The presence of a particular model of the sex-role sphere of an individual determines the level of its maturity, a normative or deviant path of development, and features of the personality's functioning in different areas. At the same time, relying on the remark of A.S. Kocharyan [9, p. 31] that the androgynous and continuum-adjunctive models function only at the sociogenic level of the symptom-complex, the relationships of M and F indicators of the A.B. Heilbrun sex-role scale were studied (diagnosing the sex role "I am the concept" of personality).

Table 3 presents the correlation coefficients of M and F parameters in groups of sick girls of different ages.

Table 3

#### The relationship of M/F formations in different age groups of adolescent girls suffering from pubertal bleeding and secondary oligomenorrhea

Sample description	PB		SOM	
	Girls 13-14,5 y.o. n = 49	Girls 15-17 y.o. n = 50	Girls 13-14,5 y.o. n = 40	Girls 15-17 y.o. n = 48
Connection level, $\tau$	0,36**	0,33**	0,19	0,16

Note: \* –  $p \leq 0,05$ , \*\* –  $p \leq 0,01$ ;  
 $\tau$  – Kendell correlation coefficient;  
 PB – pubertal bleeding;  
 SOM – secondary oligomenorrhea.

As can be seen from table 3 in the first age group of adolescent girls suffering from pubertal bleeding, the relationship of M/F formations is significantly positive, which is typical for the continuum-adjunct sex-role model. Thus there is an unsplit internal unity of masculinity and femininity in the personality structure of girls of this group. This model is normative for girls up to 15-16 years of age and represents the immature structure of the symptom complex of early puberty. A.S. Kocharian notes that the unity of M and F formations within the framework of this model is contradictory: on the one hand, girls negatively evaluate, criticize representatives of their gender, overestimating the male; on the other hand, girls accept stereotypes, patterns of behavior characteristic of the female space [9, p. 31]. As indicated above, starting from the period of sexual segregation, the beginning of preparation for the splitting of M/F formations should be observed. At this time, girls want to like the opposite sex, show female forms of behavior and suppress male ones. And by the age of 15-16, the splitting of M and F structures is completed – there is a transition to a mature androgynous sex-role model, when independence relations arise between M/F indicators. However, in the second age group of girls suffering from pubertal bleeding, we observe the same sex-role model as in the first age group – the continuum-adjunctive one. This fact indicates that the development of the sex-role sphere of girls with pubertal bleeding does not meet age standards, indicates the immaturity of the structure of the M/F symptom-complex. Moreover, the data on the control group (1st age group – 0,42 \*\*; 2nd age group – 0,19) correspond to the correct formation of the organization models of the symptom-complex M/F.

As for the first and second age groups suffering from secondary oligomenorrhea, here you can see the lack of connection between the M and F formations – the relationship of M and F is represented by the androgynous sex-role model. According to A.S. Kocharyan, despite the fact that the androgynous sex-role model is formed normally by the age of 15-16, it is possible to observe inadequate, invert sex-role models in the early puberty [9, p. 67]. So, A.S. Kocharyan and N.I. Trikosya faced a similar case – in adolescent boys with impaired lipid metabolism, an androgynous sex-role model was identified. They identified this phenomenon as “accelerating the formation of mature relationships within the framework of the M/F symptom complex” and was associated with a number of features of the individual development of adolescents

[9, p. 68]. Finding the answer to why girls suffering from secondary oligomenorrhea, during the period of early puberty M and F education go through the stage of formation in the “torn mode”, most likely, should be carried out in the plane of parental relationships and their negative impact on the sex-role sphere of the child – problem identification with the mother; emotionally closed relationships with the father (or their absence); distant, “cold” relationships between parents when there are no opportunities for the formation of an adequate sex-role behavior. This state of affairs leads to insufficient differentiation, the study and consolidation of female gender-role attitudes in the realization of models of masculinity and femininity. This is confirmed by the results of our other study, regarding the peculiarities of girls with menstrual dysfunction of the stages of psychosexual development [10, pp. 106-108]: at the first stage of psychosexual development, it was noted that with proper sexual identity in girls with secondary oligomenorrhea there is insufficient differentiation in settings related to gender, the emphasis on girls was on gender differences in behavior; at stage II, there were difficulties in the development, study and consolidation of their female gender role attitudes, with the awareness of models of masculinity and femininity.

Table 4 presents the types of sex-role models of girls of different groups, and their adequacy to the age period is noted.

Table 4

**Variants of sex-role models in different groups of teenage girls**

Group	Sex role model	Characteristic
PB1	continuum-adjuctive	adequate model
PB2	continuum-adjuctive	<i>inadequate model</i>
SOM1	androgynous	<i>inadequate model</i>
SOM2	androgynous	adequate model
CG1	continuum-adjuctive	adequate model
CG2	androgynous	adequate model

Note: PB – pubertal bleeding;  
 SOM – secondary oligomenorrhea;  
 CG – the control group.

### 4. Conclusions

The analysis of the characteristics of the sex-role sphere of adolescent girls suffering from menstrual dysfunction in comparison with control group allows us to state the following:

1. In the M/F symptom-complex, discordant (inconsistent) M and F traits coexist, as a result of which, the sex-role structure of the personality of patients can be described as internally contradictory. So, sufferers of pubertal bleedings emphasize their feminine essence at the sociogenic level, with primary masculinity (biogenic level) and high masculinity at the behavioral level. Girls suffering from secondary oligomenorrhea, with the same primary masculinity, note a hyperfeminin orientation both at the behavioral and at the level of self-concept, and the girls completely deny the possibility of masculine traits at these levels. All this indicates the inter-level inconsistency of M/F entities and the presence of gender-role conflict within the individual.

2. The non-differentiation, insufficient articulation of inter-level connections of M/F formations, which become the cause of gender-role imbalance within the person, leads to rigidity of gender-role behavior, difficulties in mastering a wide gender repertoire of roles, inadequate self-image.

3. For the 2nd age group, suffering from pubertal bleeding, and the 1st age group with secondary oligomenorrhea, the presence of inadequate gender-role models that do not meet age norms is true. Girls with pubertal bleeding retain the infantile structure of the sociogenic level of the M/F symptom-complex, organized by the continuum-adjunctive model, and the androgynous sex-role model remains unformed. In patients with secondary oligomenorrhea, the presence of an androgynous sex-role model, characterized as inadequate to the age period, is invert.

4. The results of the study demonstrate the presence of sex-role transformation in girls suffering from pubertal bleeding and secondary oligomenorrhea. This, in turn, suggests that these diseases can become a form of pseudo-resolution of the conflict in the semi-role sphere.

5. Control group is characterized by a greater differentiation of inter-level connections within the M/F symptom-complex, which provides relative freedom to their behavioral repertoire, makes girls more flexible in

mastering various gender roles. Available models of the organization of the symptom complex M/F in healthy girls meet age norms.

The conclusions made make it possible to raise the question of the influence of gender-role personality deviations on the formation of pathologies of the gynecological sphere and, as a result, the planning of appropriate psycho-correctional work with teenage girls. The last can be implemented in individual and group forms. The choice of techniques and the final form of work should be determined by the practical psychologist of the medical institution. But in constructing the psycho-correlation block, in our opinion, one should adhere to the general principles of correction adopted in modern medical psychology: system, differentiation, consistency, staging. It is also necessary to take into account the pathogenic factors considered in this research work, which play a predisposing role in the formation of menstrual dysfunction and contribute to their development, namely: the presence of gender-role conflict within the personality, the development of transformations of sex-role behavior and, as a result, "departure" from femininity or her assimilation through "conscription".

Thus, the tasks of psycho-correctional work can become:

1. Clarification and development of an adequate self-image of teenage girls.
  2. The formation of skills of self-observation, introspection in order to level the imbalance of the sex-role sphere.
  3. The formation of adaptive models of sex-role behavior.
  4. The formation of adequate self-esteem as the basis of effective interpersonal relationships, including inter-gender.
  5. The formation of meaning-life orientations and goal-setting.
- As psycho-correctional "targets" it is possible to distinguish:
- Self-concept of personality and its gender role component.
  - Sexual behavior.
  - Features of interaction with the opposite sex.
  - Role-based family dispositions.
  - Interpersonal communications.

Psycho-correctional material can be based on client-centered, cognitive psychotherapy, it can also include elements of psychoanalysis, gestalt therapy, art therapy and the symbol of the drama.



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**THE RESULTS OF THE CORRELATION ANALYSIS  
OF DATA ON THE SELECTION OF FORCED  
MOVEMENTS FROM THE ATO AREA**

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**Abstract.** The subject of the research is the system of beliefs of the person in crisis conditions. The purpose is to cover the results of correlation analysis on the sample of internally displaced persons from the ATO area. Concepts such as "migration" and "forced migration" are considered. These include "refugees" and "internally displaced persons". An analysis of such concepts as "beliefs" and "belief systems" is presented. Emphasis is placed on the importance of basic beliefs that provide a person with a sense of security and stability. The psychological component of the formation of beliefs and their subsequent impact on human life are highlighted. Also, the possibility of influence of beliefs on crisis management is considered. The whole system of convictions of internally displaced persons from the ATO area (or at least part of it, which we were diagnosed using the Basic Belief Scale method) has a close relationship with satisfaction with their economic situation. This is one of the proofs of our hypothesis that the belief system is closely linked to how satisfied a person will be in life under new conditions – after being forced to move out of the ATO area. Also, this system of interconnections means that the more a person is satisfied with their economic situation, the more likely it is to have a positive image. I am confident in the goodwill of the world around, have positive perceptions of control, justice and luck. It should be noted that the correlation analysis shows that there is no component of the IDP's self-image, surrounding world, justice, control, and luck, which would not have at least several components of these people's satisfaction in different aspects of life.

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On the other hand, 12 of the 14 components of life satisfaction (quality of life) have correlated relationships with the various components of the system of basic representations of IDPs from the ATO area. Only satisfaction with their leisure activities and satisfaction with their sex lives had no significant correlation with any component of the IDPs' basic beliefs. At the same time, this does not indicate that such relationships do not exist, they are simply not statistically proven and confirmed. According to the correlation analysis, people with a positive belief system about the value and significance of their own self, with the thought of being able to control events in their lives, expressed internality and consciousness of life are more satisfied with different aspects of their lives after the fact of forced relocation, and adapt accordingly. and have greater potential for self-realization. It is determined that, under conditionally identical circumstances, some forced migrants, despite the difficulties, build new lives, sometimes even more successful or more harmonious than they were before the war.

### 1. Introduction

Changes that occurred at the turn of the XX-XXI centuries, changes in the domestic and foreign policy of Ukraine determined the high relevance of the problem of migration. Unlike a voluntary change of residence (in search of, for example, improving living conditions), people are forced to move, usually as a result of military activities, harassment of the authorities, discrimination on the grounds of nationality, or religious beliefs.

According to the UN data, in connection with the 2014 events in Ukraine, the number of involuntary refugees and displaced persons from the Crimea, Luhansk and Donetsk regions is currently 1 million 230 thousand people. The media mentions even a larger number of 2.5 million people which has been the record point over the last decade across Europe. However, despite the fact that the Crimean and Donbas IDPs (involuntary displaced people) are internally displaced persons, which should significantly contribute to their social adaptation and further life, they are in reality refugees in their own country.

This directly brings enormous pressure on people who are forced to flee from their homes in connection with the relatively peaceful (Crimea) or frankly hostile actions (Donbass), experiencing stress, loss, distrust of their own country and against the background of social, legal and economic inequality that is demoralizing.

Taking a decision to leave a historical homeland, people turn out to be in emergency, when fully formed life structures are destroyed, and there are virtually no clear and precise landmarks that determine the further sequence of events.

Analysis of recent research and publications. The term "beliefs" is increasingly found in the psychological literature in connection with the rapid development of cognitive and cognitive-behavioral areas of psychotherapy. A. Beck, A. Freeman, R. Bartlett, J. Piaget, S. Epstein, R. Yanoff-Bullman, R. Diltts studied beliefs. Scientists such as V. Kiger, J. Berry, M. Yuzhanin, N. Stukalenko, N. Ruchkova, N. Lebedev, G. Soldatova, F. Berezin, V. Gritsenko and others have studied such social phenomenon as crisis life situations. The analysis of scientific works shows the growing scientific interest in the problem of studying different aspects of behavior aimed at overcoming difficult situations for the individual (L. Antsiferova, R. Akhmerov, V. Bodrov, O. Bityeka, F. Vasiliuk, N. Volyanyuk, T. Kryukov, Maximenko, T. Titarenko).

The purpose is to cover the results of correlation analysis on the sample of internally displaced persons from the ATO area.

## **2. Outline of the main research material**

As a result of the armed conflict in the Luhansk and Donetsk regions, the residents of these regions were forced to make a decision to leave their historic homeland. The initial conflict between the lack of positive motivation to move and the physical impossibility of further staying in the historical homeland, traumatization of the psyche due to the reasons and history of migration, as well as the difficulties of adaptation to a new place, determine the formation of a very specific experience of the IDPs which is beyond usual and daily.

The phenomenon of forced migration is a complex and multifaceted process. The terms "migration" and "forced migration" include a number of terms. Firstly, the terms "refugees" and "internally displaced persons" refer to them.

In accordance with UNHCR guidelines on the movement of persons within the country, persons displaced within the country are defined as people or groups of people who were forced to flee or leave their homes or places of residence because of or in order to avoid the effects of armed conflict, situations of general violence, human rights violations or natural

disasters, manmade disasters who have not crossed the country's internationally recognized national border [2, p. 31].

In the history of our country, there was no such population group before. During the current state of Ukraine, we did not know what armed conflict, armed hostilities, external aggression, and civil war were. Leaving their native places, people hoped to return home soon.

Forced resettlement is considered one of the most difficult situations in life. Traumatization of the psyche in the past is premised on the history of migration, traumatization of the psyche in the new socio-cultural environment is caused by the requirements of adaptation and other difficulties that appear after moving. It can rightly be regarded as extreme when facing the problem of survival, the constant struggle with difficult life circumstances.

The surveys show that more than half of the former residents of Donbass have not been able to get used to the new circumstances. The most pressing issues for them were and still are housing and employment. According to a poll conducted by the Institute for Regional Studies n.a. M.I. Dolyshnii NASU, forced displaced persons who moved to the Lviv region, named unsolved housing issues (87.2% of respondents) and employment (65.7%) as the leading economic problems. The similar situation is observed in other regions of the country. For example, 90% of internally displaced persons in the Kharkiv region, 88% in the Zaporizhzhya region, 86% in the Dnipropetrovsk and Mykolaiv regions report about housing problems. Besides, in Ukraine there is a clear dependence of the exercise of citizens' rights opportunities on their place of residence (registration). Residents, having been forced to leave their territorial communities, have lost some of their civil rights and freedoms enshrined in the Constitution. This situation has become an objective factor in their discrimination in the places of forced settlement, which further complicates the process of their adaptation to new living conditions.

### **3. Understanding the term "belief"**

An important role in the decision-making process of a person about further actions for his survival and adaptation to changing conditions is the presence of basic already formed beliefs.

Beliefs are views, knowledge, ideas that have become the motives of human behavior and determine its attitude to different spheres of reality;

components of personality outlook [1, p. 364]. The presence of beliefs has to do with the recognition and direct experience of their truth, and with the need to realize them. You can talk about moral, scientific, religious and other beliefs.

Basic beliefs provide a person with a sense of safety and stability, however, there are situations (extreme negative experience) that dramatically change basic beliefs: in one moment, a person faces the horror generated by the outside world, as well as with their own vulnerability and helplessness; previously existent a certainty of self-protection becomes an illusion, which collapse drives the individual into a state of disintegration. The overcoming trauma process is to restore basic beliefs, although, it does not occur completely, but to a certain level, which frees a person from the illusion of invulnerability of the country [4, p. 78].

Beliefs arise through experience. Experience requires prior beliefs and a reason to be integrated with new experience to form new beliefs in the system. In turn, sequences must form the experience, because existing beliefs need reason. It is the personal experience that gives rise to certain feelings and emotions in the person, attitude to the environment. The most important are the lifestyle and traditions of the family, the nature of relationships with the surrounding, that is, the consolidation of basic beliefs influenced by macro-, meso- and micro-factors. True beliefs begin to emerge in adolescence and older school age [6, p. 10]. It happens due to the acquisition of broader and deeper knowledge, the emergence of advanced forms of thinking, the formation of active life position and outlook.

#### **4. The belief system**

Beliefs are most often formed as a result of purposeful world cognition, but also as a result of uncritical assimilation of existent beliefs, in addition, they can arise under the influence of various mechanisms of psychological protection. As a result of the adoption at the level of the mind of any concepts, categories, statements, positions as truth – creates a system of beliefs of the person: generalization, ideas, decisions made about himself, his character, values, abilities, behavior; about people, relationships with them and the world around them. The belief system, in turn, shapes the paradigm of life, creates the basis of a worldview, which gives a person confidence in life, forms a backbone that integrates worldview, knowledge and assess-

ment of reality [5]. Beliefs direct behavior and serve as the basis of willful actions to achieve life goals.

Beliefs help explain cause and effect. Cause and effect is a convenient explanation for when one event happens right after another without delay and deviation. The further, in relation to time, events occur, the more difficult it is to claim that one "caused" the other, because many other events manage to happen between them [3, p. 98].

The belief system is a set of personality inclinations for the consistent perception, explanation and interpretation of stimuli or events. Each person has certain central or basic concepts that guide him in his efforts to reconcile his personal world. Humans have conceptual systems that are ways of interpreting or measuring relevant aspects of their world. These systems are characterized by some form of structure or relationships between different parts of the system.

It is believed that the personality develops conceptually through stages, from undifferentiated and concrete to more integrated and abstract. The more specific end of the measurement is a state of minimal differentiation, and abstractness is a high differentiation and integration. People will vary depending on the degree of differentiation and relativism they achieve and aim at structuring their environment in accordance with their own conceptual belief system. Differences in differentiation and relativism determine the openness and closedness of the system, its susceptibility to deflecting elements and the ability to tolerate external shocks. Greater abstractness can be seen as great openness and great tolerance for the different and the new [2, p. 49].

A person's belief system influences his perception, knowledge and actions, as well as influences his psychological processes and behavior. The actions of individuals involved in the decision-making process are influenced by their belief systems and concepts. Thus, the individuals of each system must display variations in their perceptions, beliefs, and actions.

For the correlation analysis, we have chosen the Spearman coefficient because it is nonparametric and is suitable for the samples that do not meet the normal distribution. For our sample of IDPs from the ATO area ( $n = 114$ ) this is relevant because the normal distribution of data has not been diagnosed. In the course of the correlation analysis, two psycho-diagnostic methods were examined: 1) "Quality of Life Satisfaction Questionnaire"

by Jean Endicott); 2) "World Assumptions Scale (WAS)", developed by R. Yanov-Bulman, adapted and restarted by M.A. Padun, A.V. Kotelnikova. Significant correlation relationships are listed in Table 1.

Table 1

**Correlations between the scores on the sample of IDPs by the Spearman coefficient (n = 114)**

	<b>Self Image Subscale</b>	<b>Goodwill of the World Subscale</b>	<b>Justice Subscale</b>	<b>Luck Subscale</b>	<b>Control Belief Subscale</b>
1. Satisfaction with physical health	0,283**	0,188*		0,301**	0,284**
2. Satisfaction with mood	0,299**		0,304**	0,348**	0,210*
3. Satisfaction with work	0,267**		0,305**	0,254**	
4. Satisfaction with housework (activity)	0,253**	0,287**	0,317**	0,297**	0,219*
5. Satisfaction with relation with people	0,363**	0,398**	0,273**	0,286**	0,197*
6. Satisfaction with family relations				0,202*	
7. Satisfaction with leisure, activities in your free time					
8. Satisfaction with ability to cope with daily routine	0,186*		0,271**		
9. Satisfaction with sex life					
10. Satisfaction with your economic situation	0,310**	0,374**	0,259**	0,429**	0,297**
11. Satisfaction with living conditions		0,225*	0,334**	0,316**	0,241**
12. Satisfaction with ability to rise without dizziness, rocking or falling	0,220*	0,190*	0,349**	0,286**	0,290**
13. Satisfaction with your attitude to hobby and work	0,200*	0,202*	0,290**	0,228*	0,260**
14. Satisfaction with general sense of well-being	0,447**	0,404**	0,346**	0,510**	0,399**



On the whole, the relationships found indicate that there are multilevel and multifaceted correlations between the beliefs of migrants and their satisfaction with different dimensions of their lives. This testifies to our general hypothesis of the fundamental synergies between the beliefs of displaced persons from the ATO area and their satisfaction with life. Especially relevant at the present stage is the study of life satisfaction and peculiarities of the belief system of the individual in crisis conditions (of the IDPs from the ATO zone). In regard to mentioned, T.M. Titarenko notes: “In Ukraine, general sociogenic stress is aggravated by the prolonged and massive traumatization of the population associated with the unannounced war. The peculiar, hybrid nature of this war makes it difficult to perceive what is happening, leading to a deterioration of health, and a decrease in the level of psychological well-being” [5, p. 5]. Taking into account these peculiarities, a correlation analysis of the connection between satisfaction with different aspects of life (quality of life) and the system of basic representations of personality was made in a sample of internally displaced persons from the anti-terrorist operation ( $n = 114$ ).

In the course of correlation analysis, such relationships have been identified and interpreted. Satisfaction with Physical Health (according to the "Quality of Life Satisfaction Questionnaire – Q-LES-Q-SF, Jean Endicott") correlates with Self Image Subscale 1 (according to the method "World Assumptions Scale (WAS)" developed by R. Yanov-Bulman, adapted and restarted by MA Padun, AV Kotelnikova),  $r = 0,283$ ,  $p < 0, 01$ ; with Goodwill of the World Subscale 2 (using the “Basic Belief Scale” method),  $r = 0.188$ ,  $p < 0.05$ ; with Luck Subscale 4 (according to the “Basic Belief Scale” method),  $r = 0,301$ ,  $p < 0,01$ ; Control Belief Subscale 5 (using the "Basic Belief Scale" method),  $r = 0.284$ ,  $p < 0.01$ .

Satisfaction with one's physical health is one of the fundamental foundations that make it possible to build other parameters of life satisfaction and general understanding of the world. The IDPs, satisfied with their physical health, tend to have a more positive self image, tend to perceive the surrounding world as more supportive, tend to interpret themselves as those whom luck more often smiles at. Finally, the connection between control beliefs and satisfaction with one's physical health has been identified. But since it is a correlation, that is, we cannot find out what the cause is, we should hypothesize that the reverse tendency may occur – people's tendency

to take a more positive view of themselves, the world around them, their luck and their level of life control can be deeply linked to a better level of physical health. Modern psychological research shows that often the most important thing is how we perceive the world around us, how we interpret it, and what beliefs underlie it. The close relationship we have found between the satisfaction with physical health and the four of the five subscales of the Basic Belief Scale methodology allows us to deeply analyze the phenomenology of the interdependence of these variables. The fact that the data obtained are characteristic of the sample of internally displaced persons from the ATO zone is probably not accidental. The tendency of lower satisfaction of internally displaced persons in all 14 spheres of life, diagnosed with the method of "Scale of Satisfaction with Life (Quality of Life)" by J. Endicott, revealed by us at the primary level of mathematical processing shows that different parameters of life satisfaction are especially important for this sample, and, consequently, the connection of satisfaction with different life parameters with basic beliefs. This not only confirms the high relevance of our research, but also qualitatively characterizes our sample of internally displaced persons from the ATO area. Let us turn to the analysis of other correlative relationships which will enable us to understand more deeply the specifics of the psychological characteristics of life satisfaction and beliefs of internally displaced persons.

Satisfaction with one's mood (according to the method "Scale of Satisfaction with Life (Quality of Life)" by J. Endicott) correlates with Self Image Subscale 1 (according to the method "Basic Belief Scale"),  $r = 0,299$ ,  $p < 0,01$ ; with Justice Subscale 3 (by the "Basic Belief Scale" method),  $r = 0.304$ ,  $p < 0.01$ ; with Luck Subscale 4 (according to the "Basic Belief Scale" method),  $r = 0,348$ ,  $p < 0,01$ ; Control Belief Subscale 5 (using the "Basic Belief Scale" method),  $r = 0.210$ ,  $p < 0.05$ .

The correlation was found between satisfaction with one's mood and four of the five subscales of the Basic Belief Scale. The more a displaced person is satisfied with his mood, the more positive self image will have, the more he will perceive the surrounding world as fair, and the more important for him luck and control belief will be. On the whole, the large number of correlative relationships between different life satisfaction parameters and the personality belief system indicates that a sample of forced IDPs is characterized by a fundamental relationship between life satisfaction and

how life is perceived and interpreted. The fact that only correlative connections with the “+” sign were found suggests that the general trend is the following: the greater a person's satisfaction with a certain parameter of quality of life, the more he is inclined to positively perceive himself and the world around him. Conversely: the more positively one interprets the self image, the potential benevolence of the outside world, justice, luck, and control, the more one will be satisfied with one's life in its various characteristics. However, this tendency has its specific characteristics for different specific relationships. For example, satisfaction with one's mood does not have a significant correlation with Goodwill of the World Subscale 2. This does not indicate that there is no relationship between these variables, but at the same time forces psychological analysis to address primarily those variables, between which a significant correlation was found at least at the significance level  $p \leq 0.05$ .

Satisfaction with one's work (according to the method “Scale of Satisfaction with Life (Quality of Life)” by J. Endicott) correlates with Self Image Subscale 1 (according to the method “Basic Belief Scale”),  $r = 0,267$ ,  $p < 0,01$ ; with Justice Subscale 3 (by the “Basic Belief Scale” method),  $r = 0.305$ ,  $p < 0.01$ ; with Luck Subscale 4 (according to the “Basic Belief Scale” method),  $r = 0.254$ ,  $p < 0.01$ .

The more positive a person's self image is, the more favorable his beliefs about justice and luck in his life are, the more he will be satisfied with his work. For the displaced persons, the factor of satisfaction with their work should be quite significant, as most of them were forced to change their jobs. Here again, it will be appropriate to consider that it will depend on the person himself, how he will perceive the situation and, accordingly, how satisfied he will be with various aspects of life. A person's deep conviction that he or she is a good professional, that the world is fair, and luck can often be present in his or her life, will lead to greater satisfaction with the person's work. According to O. Noskova, the motivation of work can be considered in two aspects: in connection with production efficiency and in connection with human development as a subject of labor [6]. Satisfaction of internally displaced persons from the ATO area with their work can also be considered in these two aspects: 1) satisfaction as a factor of higher labor efficiency; 2) satisfaction as a factor of further personality professionalism.

Satisfaction with one's housework (activity) (by J. Endicott's "Scale of Satisfaction with Life (Quality of Life)") correlates with Self Image Subscale 1 (by the "Basic Belief Scale"),  $r = 0.253$ ,  $p < 0, 01$ ; with Goodwill of the World Subscale 2 (using the "Basic Belief Scale" method),  $r = 0.287$ ,  $p < 0.01$ ; with Justice Subscale 3 (by the "Basic Belief Scale" method),  $r = 0.317$ ,  $p < 0.01$ ; with Luck Subscale 4 (according to the "Basic Belief Scale" method),  $r = 0.297$ ,  $p < 0.01$ ; Control Belief Subscale 5 (using the "Basic Belief Scale" method),  $r = 0.219$ ,  $p < 0.05$ .

Correlation between all subscales of the Basic Belief Scale methodology was found with such indicator of the quality of life of internally displaced persons as satisfaction with their housework (activity). Thus, the system of beliefs of internally displaced persons is significantly correlated with satisfaction with their domestic activity. What is interesting is that all the beliefs of the IDPs – about their self image, the benevolence of the outside world, justice, luck and control – have to do with home activity. As all these people have recently changed their place of residence, they have different homes than before, and their home activity has changed qualitatively. At the same time, how satisfied people are with their housework in these new circumstances is closely linked to their belief system. This confirms our basic assumption that a person's belief system causes life satisfaction in different areas. And it has been empirically established that such an indicator of life satisfaction as satisfaction with home activity is one of the most sensitive to the belief system of the individual, his or her self-beliefs, world, luck, control and justice.

Satisfaction with one's relationships with people (according to J. Endicott's Scale of Satisfaction with Life (Quality of Life)) correlates with Self Image Subscale 1 (according to the "Basic Belief Scale" method),  $r = 0.363$ ,  $p < 0.01$ ; with Goodwill of the World Subscale 2 (using the "Basic Belief Scale" method),  $r = 0.398$ ,  $p < 0.01$ ; with Justice Subscale 3 (by the "Basic Belief Scale" method),  $r = 0.273$ ,  $p < 0.01$ ; with subscale Luck Subscale 4 (according to the "Basic Belief Scale" method),  $r = 0,286$ ,  $p < 0.01$ ; Control Belief Subscale 5, (using the "Basic Belief Scale" method),  $r = 0.197$ ,  $p < 0.01$ .

Interestingly, satisfaction with one's relationships with people correlates with all the components of our belief system we diagnose, while satisfaction with one's family relationships only correlates with beliefs about luck. In native psychology, the relations of a person with other people are

researched in various ways. In particular, we should mention the schools of V. Myasishchev (psychology of relations) and O. Bodalyov (psychology of communication). The empirically established fact that satisfaction with relationships with others has significant correlations both with the self image, and with the belief in the goodwill of the world around, and with the luck, control and justice beliefs, demonstrates the benefit that the global belief system of internally displaced people is significantly interconnected with relations with others. Indeed, if a person interprets himself positively, the world as safe and benevolent, if he has a constructive idea of justice, luck and control, then that person will be more likely to engage with other people, who will satisfy all parties. Conversely, people with negative, destructive, disadvantaged beliefs about the world will be inclined to build less satisfactory relationships with others. But this does not apply to family relationships that we will now attempt to analyze.

Satisfaction with one's family relationships (by J. Endicott's Scale of Satisfaction with Life (Quality of Life)) correlates with Luck Subscale 4 (using the Scale of Basic Beliefs),  $r = 0.202$ ,  $p < 0.05$ .

The fact that satisfaction with family relationships correlates with beliefs about luck and not with other components of the IDP's belief system indicates that a person will be somewhat satisfied with relationships with his family, no matter how safe and favorable the world around him may seem, how positively he will perceive himself and how constructive his beliefs in control and fairness will be. A certain level of satisfaction with family relations will be maintained in the conditions of quite different beliefs of a person about himself, the world around him, control and justice. The only thing that has to do with the satisfaction of family relationships of internally displaced persons from the ATO area is the belief in luck. In other words, the more fortunate a person will feel, because of the circumstances of his life, because right these people are his family, the more satisfied he will be with his relatives. To a certain extent, relationships with the family are not dependent on the system of person's beliefs in crisis, except luck beliefs.

Satisfaction with one's ability to cope with daily responsibilities (according to J. Endicott's Scale of Satisfaction with Life (Quality of Life)) correlates with Self Image Subscale 1 (according to the "Basic Belief Scale"),  $r = 0,186$ ,  $p < 0.05$ ; with Justice Subscale 3 (using the "Basic Belief Scale" method),  $r = 0.271$ ,  $p < 0.01$ . The fact that satisfaction with one's ability to

cope with day-to-day responsibilities is closely linked to self-beliefs and beliefs about justice is deeply natural and psychologically reasonable. This means that the more positively and constructively a person perceives himself and, at the same time, the fairer he considers, in particular, the distribution of daily responsibilities and the need to fulfill them, the more the individual will be satisfied with his ability to be effective in daily tasks. American psychologist M. Cixentmigai, developing his theory of flowing experiences, argues that even pursuing the most mundane daily chores can be fun and enjoyable if you focus on the task at hand and consciously enhance your level of skill.

Satisfaction with one's economic situation (according to the methodology of the J. Endicott Scale of Satisfaction with Life (Quality of Life)) correlates with Self Image Subscale 1 (according to the "Basic Belief Scale" method),  $r = 0.310$ ,  $p < 0.01$ ; with Goodwill of the World Subscale 2 (using the "Basic Belief Scale" method),  $r = 0.374$ ,  $p < 0.01$ ; with Justice Subscale 3 (by the "Basic Belief Scale" method),  $r = 0.259$ ,  $p < 0.01$ ; with Luck Subscale 4 (according to the "Basic Belief Scale" method),  $r = 0.429$ ,  $p < 0.01$ ; Control Belief Subscale 5 (using the "Basic Beliefs" method),  $r = 0.297$ ,  $p < 0.05$ .

The whole belief system of internally displaced persons from the ATO area (or at least part of it, which diagnosed using the Basic Belief Scale method) has a close relationship with satisfaction with their economic situation. This is one of the corroboration of our hypothesis that the belief system is closely linked to how satisfied a person will be in life under new conditions – after being forced to move out of the ATO area. Also, this system of interconnections means that the more a person is satisfied with his economic situation, the more likely he is to have a positive self image, confident in the goodwill of the world around, has positive perceptions of control, justice and luck.

Satisfaction with their living conditions (by J. Endicott's Scale of Satisfaction with Life (Quality of Life)) correlates with Goodwill of the World Subscale 2 (by "Basic Belief Scale" method),  $r = 0.225$ ,  $p < 0.05$ ; with Justice Subscale (according to the "Basic Belief Scale" method),  $r = 0.334$ ,  $p < 0.01$ ; with Luck Subscale 4 (according to the "Basic Belief scale" method),  $r = 0.316$ ,  $p < 0.01$ ; Control Belief Subscale 5 (using the "Basic Belief Scale" method),  $r = 0.241$ ,  $p < 0.05$ .

The extent to which a person is satisfied with their living conditions correlates with four of the five parameters of the system of convictions of internally displaced persons from the ATO area. Housing conditions are one of the factors in the life of internally displaced persons that has changed the most since moving out of the ATO area. Interestingly, satisfaction with living conditions does not correlate with self image. Satisfaction with their living conditions will be higher, the more constructive ideas of the person about the world as a benevolent and safe place, the more the person is convinced of the fairness and controllability of events, and also the more he considers himself susceptible to luck.

Satisfaction with one's ability to rise without dizziness, rocking, or falling (according to J. Endicott's Scale of Satisfaction with Life (Quality of Life)) correlates with Self Image Subscale 1 (according to the "Basic Belief Scale" method),  $r = 0.220$ ,  $p < 0.05$ ; with Goodwill of the World Subscale 2 (according to the "Basic Belief Scale" method),  $r = 0.190$ ,  $p < 0.05$ ; with Justice Subscale (according to the "Basic Belief Scale" method),  $r = 0.349$ ,  $p < 0.01$ ; with Luck Subscale 4 (according to the "Basic Belief Scale" method),  $r = 0.286$ ,  $p < 0.01$ ; Control Belief Subscale 5 (by the "Basic Belief Scale" method),  $r = 0.290$ ,  $p < 0.05$ .

Satisfaction with one's ability to rise without dizziness, rocking or falling is one of the basic pleasures, one that actually enables all other aspects of a person's life satisfaction and, in general, high human functionality. The fact that this satisfaction indicator has significant correlation with all indicators of the belief system: beliefs about self image and the goodwill of the world around, beliefs about control, justice and luck, is another confirmation of our hypothesis about the close relationship of life satisfaction with basic personality beliefs.

Satisfaction with your attitude to hobby and work (according to J. Endicott's Scale of Satisfaction with Life (Quality of Life)) correlates with Self Image Subscale 1 (according to the "Basic Belief Scale" method),  $r = 0.200$ ,  $p < 0.05$ ; with Goodwill of the World Subscale 2 (by the "Basic Belief Scale" method),  $r = 0.202$ ,  $p < 0.05$ ; with Justice Subscale 3 (by the "Basic Belief Scale" method),  $r = 0.290$ ,  $p < 0.01$ ; with Luck Subscale 4 (according to the "Basic Belief Scale" method),  $r = 0.228$ ,  $p < 0.05$ ; Control Belief Subscale 5 (using the "Basic Belief Scale" method),  $r = 0.260$ ,  $p < 0.01$ .

Satisfaction with your attitude to hobby and work is somewhat in tune with your already characterized job satisfaction, but a new component is added: satisfaction with your hobby attitude. It should be noted that in this type of satisfaction, not only job satisfaction and hobbies per se are essential, but first and foremost satisfaction with the attitude towards them. E.O. Klimov wrote: "In the psychological approach to work, all existing categories of psychological sciences are put into circulation, since the central issue here is the problem of human correspondence as a subject and in one way or another fixed in the culture (and in this sense objective) requirements for it as to "Producer" of something valuable. " Satisfaction with your attitude to work and hobbies is an important characteristic of a person as a subject of work and life. Correlation analysis has shown that this component of quality of life – satisfaction with one's attitude to work and hobbies – is closely interconnected with the whole system of basic beliefs of the individual, in particular the self image, justice, control, luck and goodwill of the surrounding world beliefs.

Satisfaction with general sense of well-being (according to J. Endicott's Scale of Satisfaction with Life (Quality of Life)) correlates with Self Image Subscale 1 (according to the "Basic Belief Scale" method),  $r = 0,447$ ,  $p < 0.01$ ; with Goodwill of the World Subscale 2 (using the "Basic Belief Scale" method),  $r = 0.404$ ,  $p < 0.01$ ; with Justice Subscale 3 (by the "Basic Belief Scale" method),  $r = 0.346$ ,  $p < 0.01$ ; with Luck Subscale 4 (according to the "Basic Belief Scale" method),  $r = 0,510$ ,  $p < 0.01$ ; Control Belief Subscale 5 (using the "Basic Belief Scale" method),  $r = 0.399$ ,  $p < 0.01$ .

To some extent, satisfy the overall sense of well-being is an integral scale. Correlation analysis has shown that this integral indicator is closely interrelated with all components of the basic notions of internally displaced persons from the ATO area. It should be noted that the correlations of the Satisfaction with General Well-Being indicator with all subscales of the "Basic belief scale" methodology are of the highest importance among the other correlated relationships found. This is in favor of the assumption we have made about the interconnection of the displaced person's belief system with overall satisfaction and well-being.

The problem of psychological well-being in modern science is addressed by representatives of positive psychology. In Ukrainian science, we should first mention T. Titarenko, who, analyzing different approaches to psycho-



logical well-being, sums up: “So, people who believe that everything in life depends on their own efforts are psychologically more prosperous than those who have much money. Internally prosperous people are more autonomous, able to interact with the environment. They are aimed at personal growth and strain after establishing and maintaining positive relationships with others. They have clear life goals, both long-term, distant and temporary, relevant. The basis for their internal well-being is a stable and adequate self-esteem” [5]. These data are consistent with those of our empirical study, in particular, those obtained using the correlation analysis method.

In summary, it should be noted that the correlation analysis shows that there is no component of the belief system of internally displaced persons about themselves, the world around them, justice, control and luck, which would have no connection with, at least, several components of these people's satisfaction with different aspects of life. On the other hand, 12 of the 14 components of life satisfaction (quality of life) have correlation with the various components of the basic belief system of IDPs from the ATO area. Only satisfaction with their leisure activities and satisfaction with their sex lives had no significant correlation with any component of the IDPs' basic beliefs. At the same time, this does not indicate that such connections do not exist, they are simply not statistically proven and confirmed.

### 5. Conclusions

In characterizing the generalized system of correlated relationships found, we should also point out that in the qualitative analysis of these relationships we used the logic of relating satisfaction with a particular aspect of life to the components of the belief system. It can be assumed that if a different logic were adopted and the components of the belief system of internally displaced persons were taken as the basis of the analysis, then somewhat more nuanced results could be obtained. However, the basic patterns would remain the same.

In general, the correlation analysis confirms the hypothesis of our study, according to which people with a positive belief system about the value and significance of their self image, with the thought of being able to control events in their lives, expressed internality and consciousness of life are more satisfied with different aspects of their lives after the fact of forced resettlement, and therefore better adapted and have greater potential for self-realization.

The prospect of further research. In the near future, it is planned to develop and implement a training program aimed at psychological assistance to the individual in crisis situations, in particular in the conditions of forced resettlement.

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**MEDIA COMPETENCE AS A FACTOR OF PROFESSIONAL  
SELF-REALIZATION OF A PRACTICAL PSYCHOLOGIST**

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**Abstract.** *The purpose* of the article is to explore the specifics and necessary skills for the successful activity of future psychologists in the media space. The method of content analysis allows us to determine the types, specificities, and peculiarities of media activity of psychologists; to establish the necessary skills that should be developed by future specialists; identify factors that adversely affect their professional formation. *Method.* This research presented two samples of a total of 163 individuals: practicing psychologists (n = 103) and fourth-year psychology students (n = 60). Using content analysis, we explored the specifics and skills that psychologists need to effectively pursue the professional activity in the media space. V. Ryakhovsky Test and the M. Snyder Test help us to establish the level of communicative competence of psychologists and psychology students. With the help of the C. Spielberger Scale, we examined the level of psychologists and student anxiety. The results of the research showed that psychologists perform three activities in the media space: educational, advertising (SMM) and individual counseling. 80% have an education, which is one of the most important activities of a practical psychologist. Advertising of own products and psychological services is 15%. Individual counseling is only 5%. Educational activity of the psychologist in the media space solves the following tasks: 1). Creates true ideas about the range of professional tasks of the psychologist in the person's mind. 2). Forms a complex of knowledge for people to solve psychological problems (conflicts, difficult life situations and so on) independently. 3). Promoting healthy habits and healthy lifestyles. 4). Announcing interesting, useful and informative online and

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offline events that take place in the country as a whole or in a specific city in order to enhance the psychological culture of the population. 5). Mental health preservation is the rapid informing of the population about a specific algorithm for actions in case of emergencies or rehabilitation after them. 6). Dissemination of information about useful and interesting discoveries of scientists, about achievements and practices in order to popularize psychological science and quickly bring new achievements to real consumers. Psychologists typically use the social networks Facebook, Instagram, Telegram, YouTube, and email and webinars to advertise their services and attract clients. And in individual work they prefer Skype, Messenger, Viber and WhatsApp. These three activities are needed a high level of communication competence. We have found that 45,6% of psychologists and 47,9% of future psychologists do not have a good level of communication skills and only 6,7% psychologists and 26,7% of students have a high level of anxiety. *Practical implications.* As the current market for psychological services requires the introduction of media into professional activity, it is important to understand what kind of knowledge and skills of media professionals future professionals need to possess. *Value/originality.* Assessment of the media activity of psychologists has allowed to determine the types and specifics of successful activity and to establish the knowledge and skills that should be formed in students-psychologists of higher education.

### 1. Introduction

Nowadays, modern innovative technologies form a huge part of everyone's life area. They open up new perspectives and determine the success of the professional activity of experts. Distance learning and online projects, which promote personal self-development, become very popular. In the last five years, psychologists have been actively using media tools in their professional activities. Media space opens up new possibilities and prospects for an expert. Consequently, professional activity has some advantages: convenience, saving of travel time, the ability to work remotely from any part of the world, expanding of the audience, expanding of business scope, social network advertising and others.

For the last twenty years, there have been significant changes in the provision of psychological services. Originally, it was only in-person counseling clients. Over time, telephone counseling, so-called "hot line, has gained

popularity over the recent fifteen years. Nowadays, the Internet counseling takes its place. The research challenge concerns the fact that modern experts do not have the relevant knowledge and skills which are essential for successful professional activity in the media space. The goal of the article is to study the specifics and necessary skills for a successful activity and self-realization of future psychologists in the media space.

### **2. Types of activity of a psychologist in the media space**

The authors mark three activity areas of a psychologist in the web space. 80% takes educational activity, which is one of the most important activities of a practical psychologist despite the area of his/her interests. It is presented in the entertainment format (short videos, interesting posts, useful stories, live streams) and designed to spread specific information about the special aspects, forms, types and ways of psychologists' activities.

In a broad sense, this type of activity is aimed at the psychological education of people because it acquaints them with the specifics and full range of activities of a practical psychologist, methods, opportunities, and a narrow understanding of educational activities covers the purposeful actions of psychologists, which are related to the dissemination of the necessary psychological knowledge. Media space is an important tool for educational activities: it allows not only to reach a large number of people but also to act quickly and accurately in situations of extreme urgency (prompt informing of the population about a particular operating procedure in case of a specific psychological threat).

Educational activity as the first work area of a psychologist in the media space completes the following tasks:

1) Generation of faithful ideas of the range of professional tasks of a psychologist in human consciousness. It is of key importance for residents of post-Soviet countries, who, unlike residents of EU and US countries, often have misconceptions about the psychologist's professional activity. In many cases, our fellow citizens refuse to employ psychology experts, even if it is necessary, confusing the activities of a psychologist, psychotherapist and psychiatrist. Sometimes they do not understand what problems or tasks can be addressed to them.

2) Formation of a complex of knowledge for the independent solution of psychological problems (conflicts, difficult life situations etc.).

3) Promotion of healthy habits and lifestyle.

4) Announcement of interesting, useful and informative online and offline events which take place in the country or in a specific city in order to enhance the psychological culture of the population.

5) Preservation of mental health is a prompt informing of the population about a particular operating procedure in case of a specific psychological threat [4].

6) Dissemination of information about useful and interesting accomplishments of scientists, achievements and practices in order to popularize psychological science and familiarize real consumers with new advances promptly [6].

The second area, which covers about 15% of the activity of a psychologist on the Internet, is the promotion of own products and psychological services (SMM), that is, clients capture. Realising own educational activity, a psychologist becomes recognizable to the client and provides a certain level of confidence in himself as an expert, so he can advertise his products (books, checklists, marathons, trainings) and services (therapy, individual counseling or coaching sessions).

Thus, a third focus area emerges, that is, direct individual counseling. By applying media tools, the client first hears of a particular psychologist, gets acquainted with him and the specifics of his activity. The next stage forms a certain level of trust in the expert or vice versa and, if necessary, the client seeks individual counseling.

To advertise own services and to lure customers, psychologists usually use social networks Facebook, Instagram, Telegram, YouTube, mail out and webinars. In terms of face-to-face work, they prefer Skype, Messenger, Viber and WhatsApp.

Consequently, there is a need for a thorough study of educational and advertising trends because universities do not provide disciplines that would form the necessary knowledge and skills required for future psychologists. Professional activity at the media level allows the practical psychologist to improve the general level of psychological culture of the population, to expand the scope of his own psycho-business, to earn a high income and to achieve professional self-realization. Thus, that kind of professional activity requires new knowledge, skills and a high level of development of the communicative competence of psychologists.

### 3. Specifics of media activity of a practical psychologist

The problems of the psychologist's activity in the media space were considered in the papers of foreign (A. Becker, D. Giles, V. Duke, V. Liaudis, R. McCall, S. Punching, G. Simon, S. Stoltz, Sh. Turkle et al.) and domestic (O. Adamenko, O. Arestova, V. Bondarovska, A. Hordieieva, V. Zelenin, I. Kotyk, O. Krutko, Yu. Maksymenko, L. Naidonova, L. Panchenko, N. Khmil, O. Shmielova et al.) scientists.

Using the content analysis, the authors determined the specific nature of the media activity of psychologists-practitioners of different profiles (consultants, coaches, therapists, art specialists, psychologists of institutions, etc.) with a total number of 103 persons. It was found that 59.2% of the respondents actively use modern media tools in their professional activities. They prefer Facebook and Instagram and rarely have their own YouTube channels and run webinars. This choice is caused by:

1) the specific nature of the above services as follows:

- Facebook users actively read texts [7, p. 74];
- Instagram followers are more attracted to visual content [5, p. 361];
- subscribers of YouTube channels are interested in the quality, innovative nature, originality and comprehensibility of video content [5, p. 77; 7, p. 363];
- psychologists who conduct webinars should not be afraid of the camera, be fluent in the subject, have a high level of communicative competence [2, p. 3375].

2) specifics of targeted audience:

- 90% of Facebook audience is people over 18 years – the vast majority is 25 – 34 years. These are people who have secondary or higher education and medium or high income [7, p. 79];
- Instagram audience is mostly young people aged 10–42 years, mostly female (beauty bloggers, moms who are on maternity leave, female psychologists) [5, p. 363];
- YouTube audience is more diverse as it contains a variety of content for both children and adults, both for women and men [5, p. 363; 7, p. 77].

The paper marks that only 20.3% of respondents use all options of Facebook. 38% actively involve new technologies in their professional practice, 16.7% almost do not use the network for their own professional activity, and 25% of respondents use Facebook as a personal account.

The authors also pay attention to the functionality of communities' creation, which make it possible to develop a participatory culture of the psychological area, is hardly used (12.3%).

The authors notice that active users (58.3% of respondents) can be conditionally divided into three groups: those that use text content; those who use video content; those who use both video and text content. The authors interrogated 68 respondents (active users of media resources) and found that 50% (34 persons) prefer text communication due to underdeveloped level of communication competence and fears, as follows:

- fear of public speech;
- fear to lose the train of thoughts;
- fear of being at loss of words;
- fear of forgetting the text;
- fear of being ridiculed;
- fear of being criticized etc.

Thus, it is concluded that a modern expert should be involved in the media space with the purpose of professional self-realization. But the media activity of practical psychologists needs new skills and knowledge of the specifics of media tools [3; 10] that is ensured by a high level of communicative competence [8], which, in turn, should be formed at the stage of school and university training.

#### **4. Research methodology**

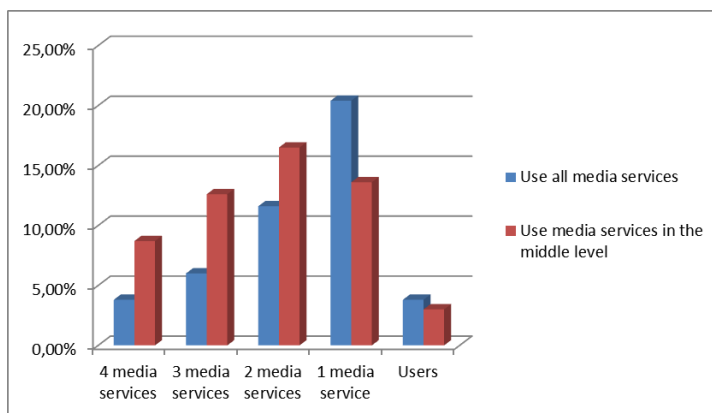
The research was conducted from autumn 2018 – summer 2019. It involves two samples with a total of 163 individuals: practicing psychologists (n = 103) and fourth-year psychology students of the Faculty of Psychology, National Pedagogical Dragomanov University (n = 60).

First, using the content analysis, the authors studied the types, specific nature and skills necessary for psychologists to perform the professional activity in the media space effectively. The obstacles which impede experts to communicate adequately with clients also were under consideration. At the next stage, the authors established a level of communicative competence of practicing psychologists and psychology students as well as a level of their self-control when interacting by means of V. Riakhovskiy Test and M. Snyder Test. Using Ch. Spielberger inventory, the authors studied trait and state anxiety of students and practicing psychologists.



## 5. Findings

Survey results show that practicing psychologists perform three types of activities in the media space: educational, advertising (SMM) and counseling. The authors assessed the level of psychologists' involvement in the media space on the basis of available media services (Facebook, Instagram, YouTube, webinars) (Figure 1)



**Figure 1. The level of psychologists' involvement in the media space (%)**

Taking into account the diagram, it is concluded as follows.

Only **3.8% (4 people)** of respondents actively use all four media services: they create posts on Facebook and Instagram, stream lives and post stories, shoot YouTube videos, and hold webinars. 8.7% (9 people) of interviewees use 4 media services but averagely, that is, their activity is irregular. For example, a practical psychologist dynamically keeps Instagram, constantly holds webinars and uploads video to YouTube-channel but rarely uses Facebook, or actively works at Facebook and Instagram and sometimes holds webinars or uploads videos to YouTube channel.

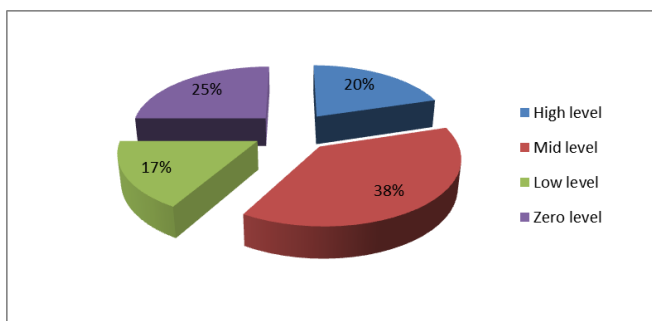
**6% (6 people)** actively use 3 media services and **12.6% (13 people)** use 3 media services averagely. The authors noticed a trend towards active use of Facebook and Instagram and less frequent carrying of webinars and uploading of videos to YouTube channel.

**13.6% (12 people)** use 2 media services in their professional activity, and 16.5% (17 people) use 2 media services on average. The authors established that the respondents prefer to work on Facebook and Instagram, and they do not hold webinars at all and do not have their own YouTube channels.

**20.4% (21 people)** use only 1 media service, and **13.6% (14 people)** use only 1 media service at the average. Such respondents favour Facebook or Instagram depending on their target audience.

**3.8% (4 people)** are active media users, and only **3% (3 people)** use media services at the average. The peculiarity of media activity of the respondents is they are users of the information space, and they do not produce their own content but just receive the information necessary for their professional activity.

At the next stage, the authors studied the level and quality of involvement of practicing psychologists in the media activity using the example of Facebook. The findings are illustrated in Figure 2.



**Figure 2. The level of the professional activity of psychologists in the media space (%)**

After analyzing the data, the authors obtained the following results.

**20.3% (21 people)** showed a high level of professional activity in the media space. The activities of such experts in the web space are distinguished by the publication of posts of informational, informational-motivational and personal character (from 5 posts per week); regular live streams; large number of followers (more than 1000 people, except 5000 friends); availability of a business page; active content commenting (20 or more

comments on each post); a lot of likes (30 – 250). These psychologists have well-formed content, own specialization, conduct marathons, trainings, online conferences on Facebook. 38% (39 people) showed moderate activity. Their online activities consist of publications of posts of informational, informational-motivational and personal character (up to 5 posts per week); live streams are not regular; they don't have followers (up to 5000 friends); a business page is not always available; the number of comments is much lower (up to 10 to every post) as well as the number of likes (up to 20). These psychologists publish new content irregularly and occasionally. It is diverse, informative, and personal posts usually prevail over the informational and motivational ones. Such experts rarely run marathons and take hold online events, and they don't have experience in creating online courses.

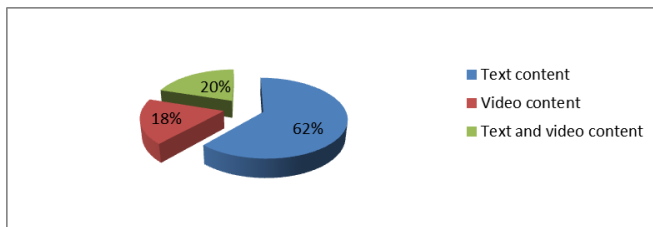
**16.7% (17 people)** showed a low level of professional activity in the media space. As a rule, they publish posts of purely informative and personal character (up to 5 posts per month); they don't perform live streams; they don't have followers (up to 1000 friends); a lack of business page; the number of comments is much lower (up to 5 for each post); the number of likes is also small (up to 10). Such psychologists almost do not present and promote their professional activity on the network, and sometimes they share professional-information content. Their content is occasional and covers a small number of followers.

**25% (26 people)** have zero activity – they do not demonstrate their professional activity on the social network but use it exclusively for personal use.

The authors also found that active users (58.3% of respondents) can be conditionally divided into three groups: those who actively use text content; those who actively use video content; those who actively use both video and text content (Figure 3).

Based on the diagram, it is obvious that **61.6% (37 people)** mostly use text content on the social network. Such psychologists publish texts of informational, informational-motivational and personal nature using their own photos or pictures. In their posts, they cover various developments in psychology, invite to counseling and recommend their services, offline and online activities and share achievements and events in their lives.

**18.8% (11 people)** actively run live streams and shoot videos. Their content is usually informational and motivational, sometimes personal. In their videos, such psychologists typically share their own successes, invite



**Figure 3. Quantitative indicators of the use of certain types of professional content in the media space (%)**

to various events, promote the services of their colleagues and own products, conduct marathons and online trainings.

**20% (20 people)** actively write posts, run live streams and shoot videos. In their publications they promote own products and consultations, interesting events in psychology, conduct marathons and online training.

At the next stage, the authors examined the level of communication skills of practical psychologists and students psychologists using V.F. Ryakhovskiy Test [1, p. 554]. After analyzing the data, the authors obtained the following results (Table 1).

Table 1

**The ratio of development level of communication skills of practical psychologists and psychology students (according to the method of V.F. Ryakhovskiy)**

Test results	Practical psychologists	Psychology students
Very low level	0%	0%
Low level	0%	1,7%
Passable level	12,6%	11,7%
Medium level	45,6%	25%
Sufficient level	24,2%	51,6%
High level	13,8%	10%
Very high level	3,8%	0%

For perception convenience and comprehension, the authors unite some levels and established the following:

None of the practicing psychologists have a **low level**, but one psychology student has (**1 person –1.7%**). Such an indicator shows the lack of communication skills of this person. For the future psychologist, a low level of communication skills is not advisable because it reduces the expert's communicative competence and impedes professional activity. Sociability is one of the main features of the future psychologist that significantly influences the effectiveness of cooperation between the psychologist and the patient.

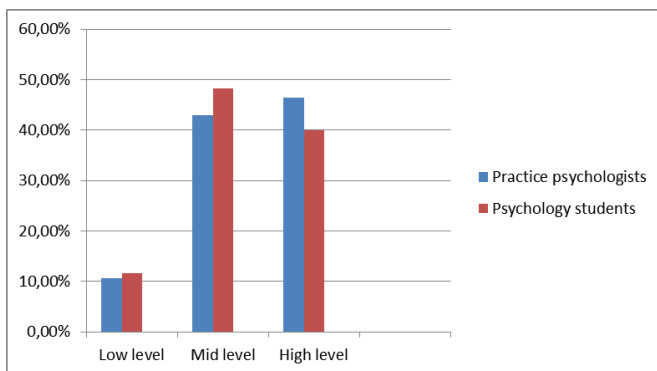
**Medium level** is peculiar to practicing psychologists (**47 people – 45.6%**) and psychology students (22 people – 36.7%). These people are intellectually curious, sufficiently patient in communication with others, they eagerly listen to an interesting interlocutor, assert their view without temper and they usually find it difficult to argue their views. It is difficult for such students to establish and maintain new contacts, that is, they do not have co-working skills.

Practicing psychologists (**53 respondents – 42.8%**) and psychology students (**37 respondents – 61.6%**) have a high level. Such persons are very sociable, tolerant in communication, they are easy to strike up an acquaintance with new people, form and express their opinions and argue it as well as curiously get into a discussion. Such students are well versed in verbal and non-verbal communication, and they have a high level of communication control. They know and apply the rules of ethics, adhere to the culture of verbal communication during conversation. These individuals are easy to speak to in public and are not ashamed of the cameras.

To evaluate the level of communicative control of psychology students and practicing psychologists, the authors used the assessment of self-control in communication (M. Snyder) [5, p. 558] (Figure 4).

Analyzing the data, the authors obtained the following results:

**7 students (11.7%) and 11 practicing psychologists (10.6%) have a low level of communication control.** These individuals find it difficult to control their rhetoric, and they behave inadequately and emotionally when communicating with friends, family, colleagues or clients. Students behave uncontrollably not only at lectures or seminars but also in everyday life. They do not control their rhetoric – both towards each other and towards older people – lecturers, parents, etc. That kind of behaviour is often associated with problems in education as well as with inadequate self-esteem. They quite often use swearwords in communication.

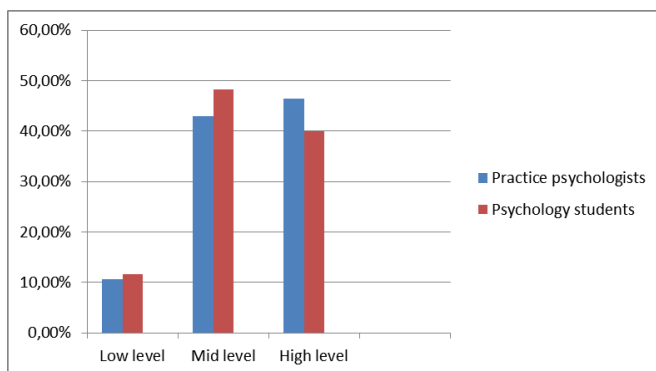


**Figure 4. Correlation of development level of communication control of practicing psychologists and psychology students (according to M. Snyder method)**

**29 students (48.3%) and 44 psychologists demonstrated a medium level of communication control.** Such people are sincere but unrestrained in their emotional manifestations, and they are affected by a public opinion. Students quite easily take the side and the model of behaviour of a person who is respectable by them and has some influence. It is difficult for these students to control their communication, and they often become involved in discussions not always understanding their purpose and content. They frequently initiate conflicts or promote their escalation.

**24 students (40%) and 48 psychologists (46.4%) have a high level of communication control.** Such people easily adjust to any role and are flexible in responding to a change of situation, feel well and even can anticipate the impression they have made. These students are tactful – they control their speech and respectfully communicate with others. They have a high standard of ethics and rules of a culture of verbal communication. They are good in negotiating, thus, the students often act as peacemakers in conflict situations, help to make a compromise or resolve a conflict.

During the latter stage, the authors evaluated the levels of trait and state anxiety of students and practicing psychologists using Ch. Spielberger inventory [9, p. 58] (Figure 5).



**Figure 5. Indicators of state anxiety (SA) of practicing psychologists and psychology students (%)**

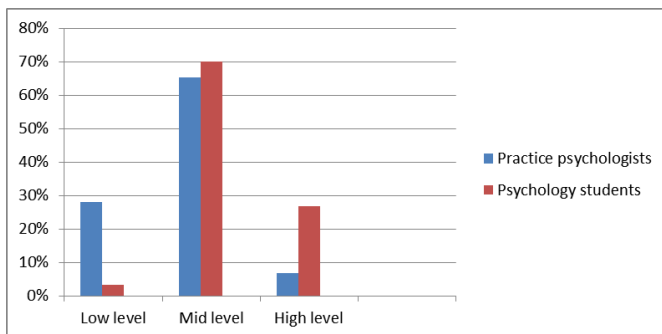
According to the diagram, it is obvious the following:

**6 practicing psychologists (5.8%) and 10 students (16.6%)** have a high level of state anxiety, **71 psychologists (69%) and 39 students (65%)** have medium levels of state anxiety, and **26 psychologists (25.2 %) and 11 students (18.4%)** have a low level of state anxiety. This is a reminder that state anxiety is a state characterized by subjective experienced emotions: tension, worry, concern, nervousness.

The state is an emotional reaction to a stressful situation and may vary in intensity and dynamic over time. Psychologists who have demonstrated a high level of state anxiety have problems with public speaking, that is, they are afraid to speak for camera.

Students who have demonstrated a high level of state anxiety often and actively experience emotional tension, anxiety, fatigue, confusion in certain life situations (public speaking at a seminar, doing a test, passing a credit or an exam). The very state anxiety can lead to challenges in communication with people, during public speeches and, thus, reduce the psychologist's communicative competence. Such students have tension and excitement in the case public speech, which is the cause of non-expressive speech, text forgetting, loss of train of thoughts etc.

The authors also determined the level of personal anxiety and obtained the following results (Figure 6).



**Figure 6. Indicators of personal anxiety (PA) of future psychologists and practicing psychologists (%)**

The diagram shows as follows:

**7 psychologists (6.7%) and 16 students (26.7%)** have a high level of personal anxiety, **67 psychologists (65.3%) and 42 students (70%)** have a medium level of anxiety, and **29 psychologists (28%) and only 2 students (3.3%)** have a low level of personal anxiety. The authors comprehend personal anxiety as persistent individual characteristics of the individual reflecting the subject's tendency to anxiety and assuming. It involves perception of a wide range of situations as threatening which lead to a specific reaction. Students who have a high level of personal anxiety are constantly experiencing concern, excitement, tension; they are often diffident and therefore, they are affected by the public opinion.

Applying the Pearson correlation coefficient, which is  $r_{xy} = 1349 / (54.809 \times 35.86) = 0.73183$  (for practicing psychologists) and  $r_{xy} = 1349 / (54.809 \times 35.86) = 0.68652$  (for students), the authors proved that the level of personal anxiety of the interviewed group correlates with the level of communicative competence. The higher anxiety level is the lower communicative competence is.

Taking into account the fact that two indicators do not have a significant difference, the authors conclude that practical psychologists have undeveloped communicative competence since adolescence as well as a high level of state and personal anxiety. They have not worked through fears of public performance since the period studying at a university.



Thus, it is evident that psychology students (47.4%) and practicing psychologist (45.6%) have a relatively low level of communication competence. Some psychology students (16.6%), in contrast to practicing psychologists (5.8%), have a high level of state anxiety. A state of personal anxiety has a similar situation: psychology students (26.7%) and psychology practitioners (6.7%). In view of the findings, it is concluded that it is necessary to form a high level of communicative competence and create relevant measures for the prevention of state and personal anxiety of future psychologists during the period of training at the university.

Thus, the authors established that nowadays, successful professional fulfillment of a practical psychologist needs the involvement of media tools in the professional activity which provide a high level of the development of communicative skills of a person. The paper confirms that a high level of anxiety adversely affects the level of communicative competence of practicing psychologists and students – future psychologists, which also influences the effectiveness and success of professional activity, in particular in the media space, and respectively professional self-realization of a psychology expert.

### 6. Conclusions

The findings show that it is essential to form relevant knowledge, expertise, skills and a high level of communicative competence of future experts according to the specific nature of a psychologist's activity in the media space. It is concluded that modern practicing psychologist should 1) be aware of available media tools and the specifics of their functioning; 2) be motivated to expand and modernize communication channels with clients; 3) be able to use media channels for educational and marketing (SMM) activities skillfully and appropriately; 4) should understand the specifics of online customer service and take it into account to improve their activities; 5) have a high level of communication competence for successful interaction with clients.

As the current market for psychological services requires the introduction of media services into professional activity, it is important to comprehend what kind of knowledge and skills of media future professional psychologists should have for their self-realization. Therefore, there is a need for the formation of specific professional communicative competence and the introduction of relevant disciplines and special courses in the process of training future psychologists.

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**THE PERSONALITY TRAITS OF EMPLOYEE  
OF STATE EMPLOYMENT SERVICE OF UKRAINE  
THAT AFFECT THEIR DESIRE TO SELF-DEVELOPMENT  
AND THE MOTIVATION OF ACHIEVEMENT**

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**Abstract.** The employees in the citizens' counseling sector are under constant pressure, increasing demands and challenges, as to the opportunities of getting job. The article analyzes recent research and publications within the framework of basic psychological approaches to determining the essence of the problem of personal development and motivation achievement of inspectors of the State Employment Service of Ukraine. In total, 106 students from the Institute of Training of the State Employment Service of Ukraine, who are employees of the State Pedagogical Institute of the City of Kyiv, participated in the study and underwent retraining in order to obtain the qualification of a psychologist. *The purpose* of this research is to identify the relationship between the personal dimensions of the employee of the State Employment Service of Ukraine and his/her desire for self-development, motivation for achievement. According to the purpose the following tasks have been set:

- 1) describe the portrait of the employee (inspector) of the SESU;
- 2) identify the need for personal development of employees of the SESU;
- 3) establish interdependence between motivation achievement and the desire to self-development;
- 4) investigate the relationship of personality measurements of the personality of the employee of the SESU with his/her motivation achievement.

*Research methods:* Five-Factor Personal Questionnaire, Self-Development Readiness Test, VL Pavlov, Diagnosis of Achievement

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Motivation. The calculation of the correlation coefficients and all the necessary intermediate data was performed by computer processing, which was serviced by the IBM SPSS Statistics 20 software package. The results show that SESU employees are driven by the motive of avoiding failure, not the motive for success, which is associated with a low desire for self-development. We have received a personal profile of an employee of the State Employment Service of Ukraine. These sociable people are open to communicating with an easy attitude to life. They are quite impulsive, so they work worse in stressful situations. They do not like to burden themselves with work, but they do it honestly. They do not like competition, tend not to be persistent in achieving their goal and may have low self-esteem. Easy to learn, but not sufficiently serious about systematic scientific activity, sensitive to incentive. Positive links were found between the motivation development of the employees of SESU and their personal dimensions: Conscientiousness and Agreeableness. Expressiveness also correlates with the desire to self-development. The interdependence between the motivation of achievement and the desire for self-development has been the strongest.

### **1. Introduction**

The third millennium was marked by inevitable transformations in all spheres of life of Ukrainian society. The changes taking place in the present-day context require not only updating of traditional schemes of state-government relations, but also filling with new content of professional activity of civil servants in the exercise and realization of state power, which first of all actualizes the issue of professional competence of specialists in this field. Each high-quality specialist plays an important role in the management and functioning of the organization. Splicing the professional suitability of the organization's worker, including educational, for the vacant position is an urgent task, as every year it is becoming increasingly difficult to attract a "qualitative" specialist from an external labor market. Modern conditions require a specialist not only a high level of professionalism, but also his constant willingness to enrich and update his knowledge, skills and abilities. Therefore, the effective functioning of the management system in any organization depends not only on its organizational structure, external factors, but also on the personal characteristics of professionals and the characteristics of professional activity. An important factor in improving the

efficiency of the State Employment Service of Ukraine is the development of the necessary competencies and personal qualities of civil servants, especially their staff reserve [8, p. 31-45].

Regarding to persons working in the education sector (teachers, instructors, pedagogues, etc.), the laws of Ukraine (2007) "On education", "On higher education", in "Conceptual principles of development of pedagogical education of Ukraine and its integration into the European educational space" the requirements for the quality of professional training of future teachers, which should ensure the personal and professional development of the future teacher on the basis of personal pedagogy are elucidated [22]. That is why the employee of the State Employment Service of Ukraine should be able to actively perceive new, to continuous personal and professional self-improvement.

### **2. The personality of a civil servant**

The solution of the problem of professional development of employees of the State Employment Service should begin with the study of its primary structure – the person as a personality. In the writings of researchers There are many definitions of the personality in the writings of the researchers. It is related to the polysemy of this concept. I.S. Kohn (1984) considers that, on the one hand, the concept of "personality" designates a particular individual as a subject of activity in the unity of his/her individual properties (single) and social roles (general). On the other hand, a person is understood as a socially defined individual who integrates socially significant traits created in the process of direct and indirect interaction with other people, which makes him/her a subject of work, cognition and communication [12, p. 470]. Summarizing well-known approaches, we can determine that a personality is a specific person, taken in the system of his/her stable socially determined psychological characteristics, which are manifested in public relations and relationships, determine his/her moral actions and are essential for himself/herself and others.

Analysis of scientific achievements reflected in theoretical and empirical studies by V. Averyanov, V. Bodrov, L. Voronko, D. Dzvinchuk, S. Zagorodniuk, L. Karamushka, O. Kozievsky, V. Kozlovsky, V. Malinovsky, N. Nizhnik, I. Ninyuk, L. Orban-Lembrik, M. Pirin, V. Skuratovsky, S. Khadzhiradieva and others national researchers make

it possible to distinguish the tendency which is to search and scientific-theoretical substantiation of theoretical and methodological foundations of professional development and improvement of important qualities and skills of civil servants. Theoretical analysis of the scientific works of P. Bepalov, O. Bodalyov, V. Bodrov, A. Derkach, V. Zazikin, A. Markova, O. Moskalenko, M. Pirin, V. Rebkalo, V. Shadrikov made it possible to define the notion of professionally important qualities (PIQ), which occupy a special place in the formation of the psychological system of activity. These are "the internal psychological characteristics of the subject, which reflect the external specific influences of factors of a particular work process, which act in the form of professional requirements for personality" [2, p. 96]. PIQs reflect the main characteristics of the personality structure that determine the psychological foundations of the system of activity: motivational-value, cognitive, psychomotor, emotional-volitional and others. Theoretical analysis of modern scientific literature makes it possible to conclude that all personal traits required for the professional activity of a public servant can be conditionally divided into the following groups:

1. Psychological characteristics that are part of the fitness for the profession – characteristics of memory, thinking, mental states, attention, emotional and volitional characteristics, etc.

2. Psychological characteristics related to attitude and performance of the activity – communicativeness, initiative, perseverance, commitment, etc.

3. Psychological characteristics related to self-attitude – self-control, ability to manage their emotions, self-criticism, self-evaluation of their activity [14, p. 20].

Peculiarities of the professional activity of civil servants are characterized by specific integral factors that cover such professionally important qualities of the individual as adaptive mobility, emotional leadership, ability to integrate social functions (roles), contact, stress resistance, desire for dominance.

In our study, it is supposed to consider the personality of an employee of the state employment service of Ukraine, who receives the first higher education in the specialty of "psychology". That is, a person undergoing a stage of socialization, whose purpose is to obtain the necessary competencies to work and provide services to the unemployed.

According to the appointment of the State Employment Service, it has a number of functions, such as: analysis and forecast of labor supply and

demand; advising citizens (business owners, institutions and organizations or bodies authorized by them who contact the employment service) on the possibility of obtaining a job and providing labor; requirements for the profession; assisting citizens in the selection of decent work and owners of enterprises, institutions and organizations or their authorized bodies in the selection of necessary workers, etc.

Also, one of the important functions of employees of the state employment service is psychological support for the unemployed. Modern HR management of the public employment service, like any other public service, must meet the mandatory requirements (modules of personnel competence), namely:

- the employee of the Service must possess methods of methodical competence, or have the ability to perceive and interpret information, structure problems, system thinking, understand and use organizational and social connections that arise in the course of work of the team;

- the employee of the Service must be socially competent; have the ability to communicate, collaborate, resolve conflicts, the ability to manage employees and maintain external communications [3, p. 26-30].

The duties of specialists in the public employment service are not only to fulfill certain functional responsibilities, but also to provide appropriate social services that must meet the conditions of modern production and management: a specialist SESU must have modern information technology; be able to adapt to the rapid changes of the labor market, to perceive and introduce new forms of work; be prepared to make his/her own decision in order to achieve the strategic goals of the organization.

Thus, the professional psychological qualities of an employee (inspector) of the State Employment Service arising from his / her functions should be related to communicativeness, plasticity of behavior, ability to work collectively and availability of organizational abilities, creativity and developed emotional intelligence.

### **3. Achievement motivation and personal development**

Personal development plays an important role in the possession of professional competences. Thomas (2014) argues that personal development is determined by an awareness of the desire to achieve growth through the expansion of one's knowledge and self-awareness in order to improve one's

personal skills. This indicates that personal development is a process in which one seeks to improve. Beausaert, Segers, and Gijssels (2011) add that personal development should not be only improved but also supported. That is, it is supposed constant improvement of the person's ability to master himself/herself. Personal development is all that people learn about themselves, their strengths and weaknesses. All previous definitions show that the concept of personal development is focused on their own skills and experience. However, Hughes and Youngson (2009) write about the role of seeking acceptance, awareness, and understanding of the process of personal development. This context speaks to the importance of the desire to know oneself in the process of personal development.

In national scientific literature of recent years in respect of the acmeological approach, a number of works devoted to the study of the substantive side of the highest acmeological achievements of individuals and organizations has appeared [21]. A special attention should be turned on the experience of the Humanitarian (Arts) Lyceum under Kyiv national Taras Shevchenko University, where in 2010-2016, in accordance with the plan of scientific researches of MES of Ukraine an experimental work on the topic: "Development and establishment of the model of acmeological educational institutions" was carried out (prof. Sazonenko, G.S. is a scientific supervisor, prof. Vlasova, O.I. is a scientific tutor). The research program included the determination of the influence of acme-management, acmeological space of the Lyceum and acmeological education on the formation of different kinds of competences and personality characteristics of high school students.

However, not every personality strives for self-development. In the view of Frizin M.A. (2016), personal autonomy, accepting situations of uncertainty, novelty as resources for self-change, self-improvement are based on psychological readiness for self-development. That is, for self-development there must be certain conditions and motivation for success.

On the other hand, we should not forget about motivation factors of personal and professional development. Motivation is defined as the willingness to exert high levels of effort to reach organizational goals, conditioned by the ability of these efforts to satisfy some individual needs, as motivating factors are: salary, advancement in career, workplace safety, work contracts, working conditions, organizational culture, leadership



in working organizations, the level of responsibility at work (degrees), bonuses, etc. According to prof. Ermira Qosja (2015), it is the particular qualities of performance management. It would be wise to mention here that sincere concern for people and their welfare is the most valuable approach of encouraging them to achieve good results. Ermira Qosja's research focuses on salary as motivational factors in the performance of civil servants in public local administration. Other motivation is possibility to work from home and her very large application brings question marks for salary comparing with the hours. Flexible work hour is also an important factor as the author points that by linking rewards to employee performance, you can increase employee motivation and achieve winning results [20, p. 15-24].

According to Murray (1938), achievement motivation is expressed in the need to overcome obstacles and achieve high performance in work, to self-improve, compete with others and advance them, to realize their talents and thus to increase self-esteem. Achievement motivation is one of the varieties of activity motivation associated with the individual's need to succeed and avoid failure. Formation of motivation to succeed or to avoid failure depends on the conditions of education and environment, as well as:

- 1) personal standards (assessments of subjective probability of success, subjective difficulty of the task);
- 2) attractiveness of self-esteem (attractiveness for the individual's personal success or failure in this activity);
- 3) the individual benefits of the type of attribution (attribution of responsibility for success or failure to oneself or surrounding circumstances).

To highlight the problem of connection between motivation for work and personal development, personality type and personal development, one should pay attention to the research by Irina Tamminga & Elsbeth de Boer "Employees' desire for personal development in the front office of the InterContinental Miami" [18, p. 99-103]. The data showed that the relationship between motivation to work and personal development was the strongest (0.54). As to personality type, such a factor as "diligence" showed an impact on personal development. There is no connection between the time of employment and the need for personal development.

Summarizing, one can say that the motive for success is the desire of a person to succeed in various activities and communication. The motive for avoiding failure is the relatively persistent desire of a person to avoid

failure in life situations related to the evaluation of other people the results of his/her performance and communication. It is also important to note that motivational phenomena, repeatedly repeated, later become traits of a person's personality.

#### **4. Organization and methodology of personality study of an employee of the State Employment Service of Ukraine**

Based on the theoretical background, we see that the concept of motivation achievement is closely related in content to personal development. But the relationship between the motivation variables of achievement and the factors of personality of an employee of the State Employment Service of Ukraine is still unknown. That is why the purpose of this exploratory study was to describe a portrait of the employee of the State Employment Service of Ukraine. In addition, the study examined the factors of personality of an employee of SESU, which are related to their motivation achievement, the desire to develop himself/herself. To achieve the goal of the study, you must answer the questions:

– To what extent do employees of the State Employment Service of Ukraine feel the need for personal development?

– What is the relationship between the motivation of achievement and the need for personal development of employees?

– How do the employee's personal dimensions connect to their motivation of achievement?

Thus, the study specifically focused on correlation analysis. This is a type of intelligence research that analyzes the relationships between variables.

##### Participants and research procedure.

The study was attended by the 106 students of the Institute of Personnel Training of the State Employment Service of Ukraine, who are the workers of the State Employment Service of Ukraine in Kyiv and took a course of retraining in order to obtain a qualification of a psychologist. Among them there are 98 women and 8 men aged from 19 to 43 years old ( $M = 30.89$ ;  $SD = 7.74$ ). This sample composition is due to the need to collect data during the educational process and the possibility of further corrective work with these individuals. 76% of these people do not have higher education (see Table 1), more over, 62% are working in the PESU, 26% are having part-time employment and 11% are not working (see Table 2).

Table 1

**The education of respondents**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
accountant economist	8	7,5	7,5	7,5
master of manicure	8	7,5	7,5	15,1
without education	76	71,7	71,7	86,8
travel agent	8	7,5	7,5	94,3
florist	4	3,8	3,8	98,1
photographer	2	1,9	1,9	100,0
Total	106	100,0	100,0	

The survey participants were offered a questionnaire focused on identifying the objective characteristics of their life (age, gender, place of residence, education, profession, previous and current professional activity, etc.) and a battery of tests to determine personality measurements and achievement motivation. Due to paper and pencil surveys, the order of questionnaires and tests was fixed and identical for all participants.

Table 2

**Employment of respondents**

<b>Frequency</b>	<b>Percentage</b>	<b>Valid</b>
does not work	12	11,3
works	66	62,3
part-time	28	26,4
Total	106	100,0

Research methods.

*A five-factor personal questionnaire*, better known as the Big Five (5PFQ), was adapted and standardized by AB Khromov in 1999 [9]. The test-questionnaire consists of 75 paired, opposite in value, statements that characterize human behavior. Incentive material has a five-point rating scale (-2; -1; 0; 1; 2) to diagnose the severity of each of the five main factors: Extraversion (extraversion – introversion); Agreeableness

(commitment – isolation); Consciousness (self-control – impulsiveness); Neuroticism (emotional instability – emotional stability); Openness (expressiveness – practicality). Also, each of the major factors has five sub-factors that clarify the content of the main one. This technique was chosen to describe a portrait of an employee of the State Employment Service of Ukraine and to determine the employee's personal dimensions.

*Self-development readiness test* by VL Pavlov [16, p. 30-33]. This test is intended to determine the readiness for self-development by the presence and impression of two components: motivational (I want to know myself) and operational (I can self-develop). The test contains 14 judgments that must be answered 'yes' or 'no'. The obtained values were transferred to the graph: horizontally deferred the value of WKM ("I want to know myself"), and vertically – the value of CDM ("I can develop myself"). In two coordinates, they marked on the graph a point that "falls" in one of the squares: A – "I can develop myself", but "I do not want to know myself"; B – "I can develop myself" and "I want to know myself"; In – "I cannot develop myself" and "I do not want to know myself"; D – "I can not develop myself", but "I want to know myself";

*Test for diagnosis of achievement motivation* [4, p. 72-76]. This test was the latest in the study and is intended to diagnose two generalized persistent personality motives: the motive for striving for success and the motive for avoiding failure. In doing so, it was assessed which of these two motives dominates the subject. The test is a questionnaire that has two forms: male (form A for 32 questions) and female (form B for 30 questions).

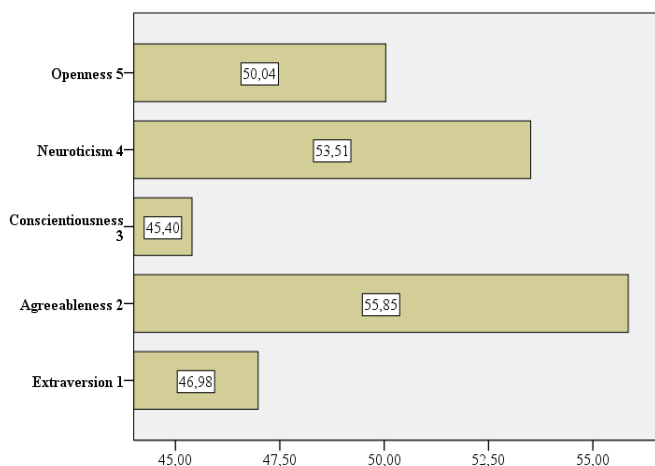
The calculation of correlation coefficients, regression analysis and all necessary intermediate data was carried out by computer processing, which was serviced by the IBM SPSS Statistics 20 software package.

### **5. The results of the study of personality traits of an employee of the State Employment Service of Ukraine, as to their impact on the desire for self-development**

Let us analyze the results of the Big Five (SPFQ) methodology. First, we should pay attention to the significance of the main five factors presented in Figure 1. The minimum number of points scored for any major factor is 15, the maximum number is 75. Auxiliary factors (sub-factors) reveal the essence of the main, the maximum score of each is 15. The auxiliary

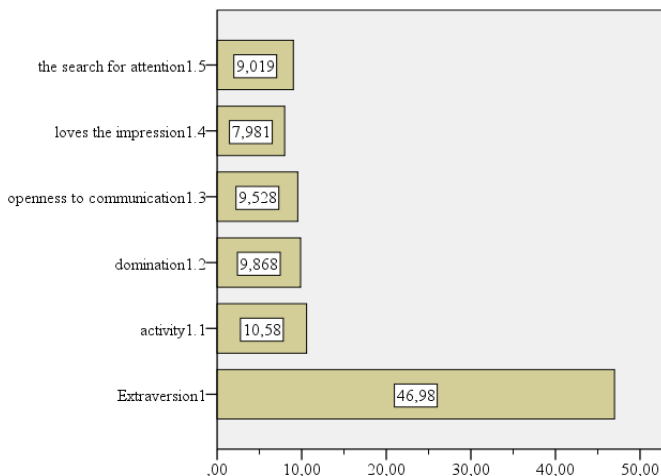
factors are unique and have two-sided significance. Conditionally grade points can be divided into high (51-75 points), medium (41-50 points) and low (15-40 points).

The first Extraversion factor is a scale that shows the level of extraversion – personality introversion. Figure 2 shows that SESU employees have an average level of extraversion (47 points), which tends to be high. The distribution of sub-factors is also visible. This indicates that the researchers are sociable, enjoy entertainment and collective activities, have a large circle of friends and acquaintances, feel the need to communicate with people who can talk and have a good time, seek idleness and entertainment, do not like to burden themselves with work or study, tend to acute, excitement, often risk, act impulsively, recklessly.



**Figure 1. Results of the «Big Five» questionnaire (SPFQ)**

These are individuals with weakened control over feelings and actions, so they are prone to inflammation and aggression. In work, as a rule, they focus on the speed of the task, from the monotonous activity they develop faster state of monotony, quickly burn out at work. Such people are sensitive to encouragement. feel cheerful in the evening and work better in the afternoon.



**Figure 2. Results of the Extraversion factor**

The second factor is “Agreeableness”. It is a scale that shows the level of commitment – individuality. Figure 3 shows that the subjects scored high points – 55.8. High values of the relevant factor determine the positive person’s attitude to people. Such individuals feel the need to be close to other people. As a rule, they are kind and sensitive people, they understand other people well, feel personally responsible for other people’s well-being, tolerate to other people's shortcomings. They are able to empathize, support collective actions and feel responsible for the common cause, conscientiously and responsibly carry out the assumed tasks. When interacting with others, such people try to avoid differences, do not like competition, prefer to cooperate with people rather than compete.

The third factor is “Conscientiousness”. It is the level of self-control. As can be seen from Figure 4, SES staff have an average level of self-control (45), impulsiveness is present. The sub-factors describe such personality characteristics as: accuracy, perseverance, responsibility, restraint and prudence. So such a person can rarely show willpower, trying not to complicate his/her life (looking for "an easy life"). This is a type of a personality, characterized by natural behavior, carelessness, tendency to ill-considered actions. Such a person may not be persistent in reaching the goal. It is likely that such a person, as a rule, will live one day, without looking into his/her future.

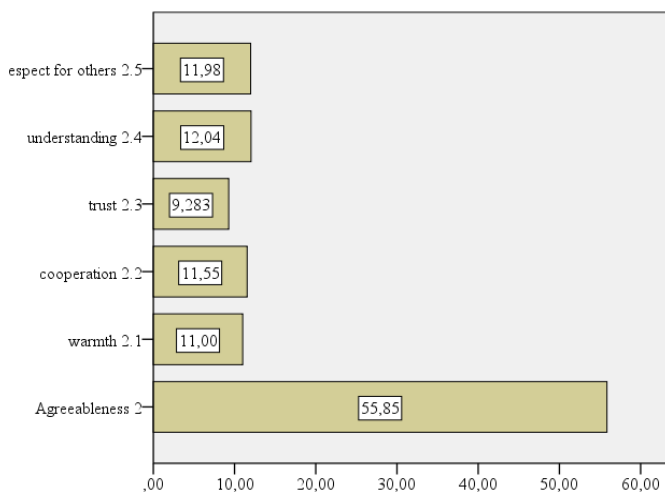


Figure 3. Results of the Agreeableness factor

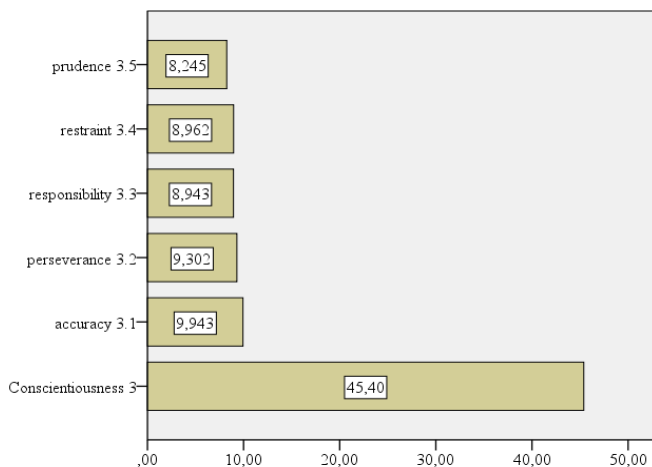
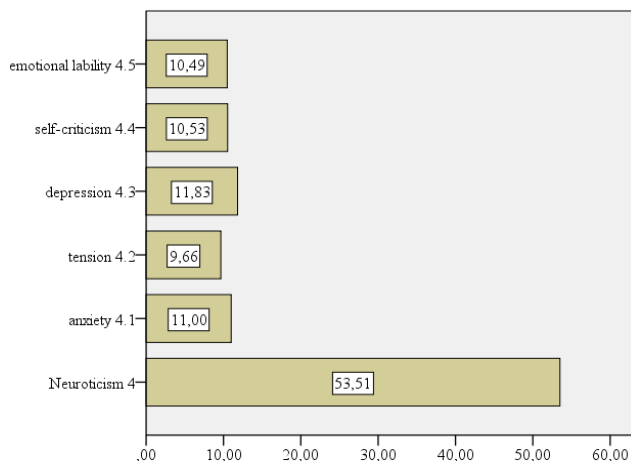


Figure 4. Results of the Conscientiousness factor

The fourth factor is “Neuroticism”. It is emotional resilience or instability. This factor is pronounced high level (53) in the subjects (see Figure 5). High values for this factor characterize persons unable to control

their emotions and impulsive trains. In behavior this is manifested as a lack of sense of responsibility, evasion of reality, capriciousness. Such people do worse in stressful situations in which they experience psychological stress. They tend to have a low self-esteem and are vulnerable to failure.

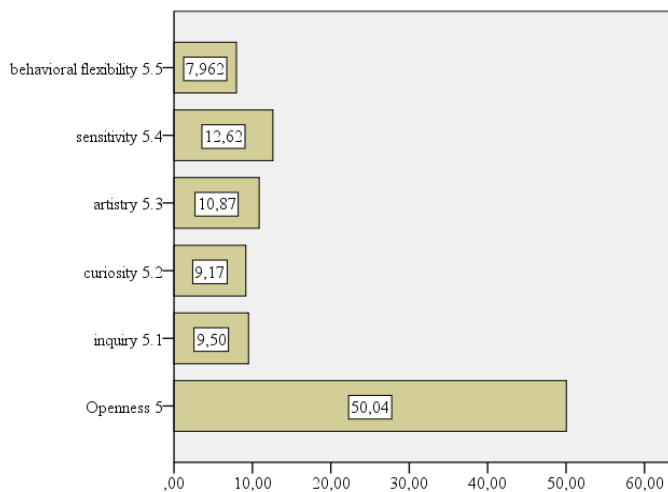


**Figure 5. Results of the Neuroticism factor**

The last fifth factor is “Openness” and determines expressiveness - practicality. On this scale (see Figure 6), the subjects have scored 50 points, which corresponds to the average indicators, which tend to high ones (expressiveness). Such data can be interpreted as a light attitude to life. Personality gives the impression of carefree and irresponsible, and it is difficult for him/her to understand those who calculate their every step, give their strength to the creation of material well-being. The person is regarded as a game by life, performing the actions by which others see a manifestation of lightness. It is easy to learn for them, but systematic scientific activity is not serious enough, so such a person rarely achieves great success in science. But it's worth paying attention to the "behavioral flexibility" sub-factor. It is low to compared to others (7,9 points), so we can say that this personality is difficult to adapt to change.

Thus, we have obtained the personal profile of an employee of the State Employment Service of Ukraine. These sociable people are open to





**Figure 6. Results of the Openness factor**

communicating with a light attitude to life. They are quite impulsive, that is why they work worse in stressful situations. They do not like to burden themselves with work, but they do it honestly. They do not like competition, tend not to be persistent in achieving their goal and may have low self-esteem. Easy to learn, but not sufficiently serious about systematic, sensitive research.

The next step in our study was to test the readiness of the subjects for self-development, and we have the following results. Table 3 shows that the median of the studied subjects on the scale CDM = 3,67, WKM = 2,79. Therefore, our subjects fall in the square "A". Respondents have opportunities for self-development, but they do not have the desire to know themselves. That is, the motivational component in the process of self-development is reduced. Such evidence indicates a low readiness for self-development. In this case, it should be remembered that professionalism in any field is achieved by finding their individual style of activity. And this, as we have already found, is impossible without self-knowledge. One of the reasons for such a low interest is the organization of work process in the State Employment Service of Ukraine. At present, all SESU employees work in accordance with the requirements of the Unified Technology for Serving the Unemployed Population in the Employment Centers of Ukraine (UTSUP).

The UTSUP is, in essence, a description of the functional processes of providing services to unemployed citizens [19]. That is, employees have a clear step-by-step instruction of action with a registered time. On the one hand, it reduces the response time to jobless applications. and on the other hand, such clear execution of job descriptions eliminates the need for self-development, creativity, plasticity of behavior, etc., which, as we found in the theoretical analysis, is a necessary component in the professional activity of an employee (inspector) of the State Employment Service.

Table 3

**Self-development of employees of the State Employment Service**

		<b>WKM</b>	<b>CDM</b>
N	Valid	106	106
	Missed	0	0
Average		2,79	3,67
Med		3,00	4,00
Dispersion		0,85	1,92

Note: WKM = I want to know myself, CSD =I can self-develop  
 1 = low level, 6 = high level

Finally, let us analyze the motivation for the achievement of the subjects. Achievement motivation in subjects (Table 4), is below average: mean = 93, median = 85 out of 210. These results are generally correlated with low scores on the "Want to know yourself" scale and indicate low motivation to achieve. Also, the overwhelming number of respondents is driven by the motive of avoiding failure, not the motive of achievement success. With this level of achievement motivation, it can be predicted that the quality of the workflow of the subjects decreases.

Table 4

**Indicator of motivation of achievement**

	Valid	106
N	Missed	0
The average		93,37
Median		85,00
Minimum		57,00
Maximum		163,00

**6. Correlation analysis of the research**

Having the results of the empirical research, one can proceed to the correlation analysis. As Table 5 shows, the correlation analysis confirms that there is a two-way positive relationship between the Motivation of Achievement and Want-to-Know scales. A more detailed and concise overview of the key correlations identified by this study can be seen in Figure 1. Significance level is ( $p < 01$ ),  $R = 47$ , and can be interpreted as strong enough for this study. That is, with an increase in the achievement motivation indicator, in 47% of cases, the "I want to know myself" indicator will tend to increase. Conversely, with an increase in the "I want to know myself" indicator, in 47% of cases, the "Motivation to Achieve" indicator will also tend to increase as well. As to the personal dimensions, the Motivation of Achievement scale has a two-way positive relationship with the following factors: Conscientiousness  $R = 34$  and Openness  $R = 30$ .

Table 5

**Correlation analyze**

Variable	Achievement motivation	WKM	1	2	3	4	5
Achievement motivation	1	,475**	,197*	-,041	,336**	-,207*	,296**
WKM	,475**	1	,151	,064	,481**	-,077	,648**
Extraversion 1	,197*	,151	1	-,391**	-,143	-,571**	-,211*
Agreeableness 2	-,041	,064	-,391**	1	,554**	,294**	,558**
Conscientiousness 3	,336**	,481**	-,143	,554**	1	,419**	,427**
Neuroticism 4	-,207*	-,077	-,571**	,294**	,419**	1	,010
Openness 5	,296**	,648**	-,211*	,558**	,427**	,010	1

Note: WKM = I want to know myself,

\* $p < 05$ , \*\* $p < 01$ .

That is, with an increase the “Motivation of Achievement” indicator, the “Conscientiousness” will tend to increase in 34% of the cases and “Openness” in 30% (and vice versa). We also have a weak positive relationship with the factor Extraversion  $R = 20$ . We have a weak negative relationship with the factor Neuroticism  $R = - 20$  and Agreeableness

$R = -0,4$ . But the statistical significance of such correlation is very low and does not need interpretation.

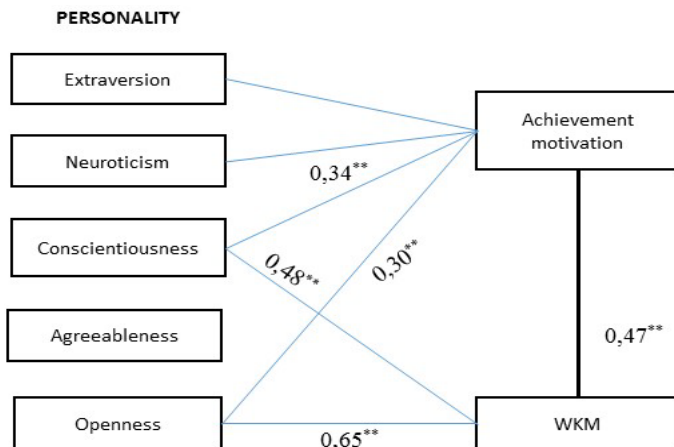


Figure 7. Key correlational

As to the relationship between the "I want to know myself" scale and personal dimensions, it is positive and strong with the Openness factor  $R = 65$ . This means that in 65% of cases, with an increase in the desire to know oneself, the expression of expressiveness will increase, namely: interest, curiosity, artistry, sensitivity and plasticity of behavior. With all other factors, we have a small positive and negative relationship.

## 7. Conclusions

Self-motivation plays an important role in personal development. In the context of classical and modern acmepsychological studies the key role of the theoretical and methodological foundations of the study of the nature of mediation of integrational acmeological phenomena peculiar structure of human individuality has been shown. It is important for the optimization of acmeological development of the person, prevention sometimes harmful to him/her emotional state and the operating tension, stress, and destruction of personality, psychosomatic disorders. These issues are understudied, especially from the point of view of perspective of research of the employees

of the State Employment Service organizations. It shows the importance of the topic for future research.

In accordance to the stated goal, the research has showed that the employees of the State Employment Service of Ukraine have little need for personal development. The motivational component is reduced – they have the opportunity to develop themselves, but do not want it. Such their position significantly ( $R = 47$ ) influences on achievement motivation, it is lower than average. Also, the overwhelming number of respondents is driven by the motive of avoiding failure, not the motive for success. With this level of achievement motivation, it can be predicted that the quality of the workflow of the subjects decreases.

The personality profile of an employee of the State Employment Service of Ukraine provides for such personality traits as: sociability, openness to communication, easy attitude to life, impulsiveness. They do not like competition, tend not to be persistent in achieving their goal and may have low self-esteem. They are insecure in stressful situations and sensitive to encouragement. They have personality who difficult to adapt to change.

Such an indicator as achievement motivation is significantly related to personality factors: Conscientiousness and Openness. That is, the aspiration for success requires personal qualities of the individual such as: persistence, responsibility, self-control, predictability, interest, curiosity, artistry, sensitivity and plasticity of behavior. Interestingly, that our subjects have showed a low self-control score and an average Expression score. This, in turn, explains their low desire for their self-development.

In addition, it is necessary to understand that self-motivation also plays an important role. In the context of classical and modern acme-psychological studies the key role of the theoretical and methodological foundations of the study of the nature of mediation of integrational acmeological phenomena peculiar structure of human individuality has been shown. It is important for the optimization of acmeological development of the person, prevention sometimes harmful to him/her emotional state and the operating tension, stress, and destruction of personality, psychosomatic disorders. These issues are understudied, especially from the point of view of perspective of research of personnel reserve of the State Employment Service organizations. It also shows the importance of the topic for future research.

As a person's personal qualities, norms, roles, rules of behavior, values system are developed and formed throughout his/her life, it is important that people who provide assistance to the unemployed are motivated to develop themselves. This idea is the key-note to further study the factors of personal development of the personnel reserve of the State Employment Service of Ukraine. It is also supposed to develop a personal development program for the personnel reserve of the State Employment Service of Ukraine.

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**MODERN METHODS OF DIAGNOSING VIRTUAL ADDICTION  
AMONG ADOLESCENTS: RELEVANCE AND PROSPECTS**

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**Abstract.** Modern development of media technologies helps users of all ages get effective access to information of interest. A variety of Internet resources, video games, social networks, sites with goods allows a person to delve into the sphere of entertainment and hobbies. However, against the background of stress disorders, life difficulties, physical health and features of the psycho emotional sphere, the user of the virtual space may develop dependence on different media and Internet resources. According to the results of various studies, it was found that the special risk category is the population of adolescence. Therefore, the subject of our study is the study of the important problem of the optimal diagnosis of virtual dependence in adolescents. Diagnosis of virtual addiction among adolescents is based mainly on the study of the prevalence of interest in virtual space over vital interests, daily activities, household work, live communication with friends and relatives (without the use of media devices and an Internet connection during free time), etc. The list of diagnostic criteria is very wide and characterized by various nuances of psycho-emotional detection; so many questionnaires are constantly being improved. The purpose of this study is to determine international experience regarding the solution of the complex problem of diagnosing virtual addiction among adolescents, which occurs using various psychological questionnaires and instrumental methods. A large number of modified questionnaires take into account various factors: age, gender, social status, concomitant psychological disorders, physical health, type of virtual addiction, etc. The cause of the development of the disorder can be both biological factors and factors of psychological

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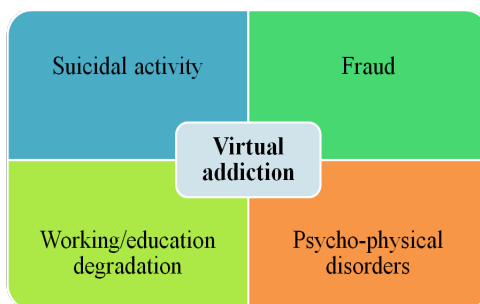


perception. An important role may be in the individual characteristics of decision-making by a person, his emotional control, cognitive regulation, which, according to various literature data, can give in to additional vulnerabilities among adolescents due to the formation of hormonal surges, a tendency to make rash decisions, and falling under the destructive influence of other personalities. It is necessary to take into account the quality of the research, the presence of control groups, the number of participants, the methodology and other important factors that may affect the results. Materials and research methods are foreign publications that relate to the topic of diagnosing virtual dependence. In the process of the study, the authors of the article used a systematic, statistical and comparative analysis, compilation of scientific literature, which examined data that are freely available among the scientific databases of the world. Conclusions: the relevance and prospects of further research in this area are summarized on the basis of data on modern methods of diagnosing virtual dependence among adolescents. Nowadays psychological, as well as instrumental methods for determining this disorder are very diverse, have a variable degree of efficiency, accuracy and productivity depending on the research process. It is necessary to take further steps in the study of this problem.

### 1. Introduction

Humanity began to actively use virtual space about 20 years ago. However Internet and media devices usage has increased in recent years. Different country leaders are starting to introduce healthy Internet use programs at the legislative level. This is due to the problem of the development of suicidal activity, fraud, working degradation, psycho-physical disorders due to excessive or pathological enthusiasm for virtual space (see Figure 1).

It's necessary to understand the terminology and classification of this disorder for the high-quality development of legislative documents. That's why there are large numbers of modified questionnaires in the world, which appeared as a result of attempts to study this problem more accurately. Unfortunately, the variety of psychological methods for diagnosing virtual addiction can not only help, but also complicate the qualitative determination of the diagnosis due to the lack of accurate measures. The novelty of the work is that the article presented the latest data of the scientific literature concerning the study and diagnosis of virtual addiction in the context



**Figure 1. The effects of virtual addiction**

of modern psychology. In comparison with chemical types of addictions (such as alcohol, tobacco addiction and substance abuse, etc.), where some of them have been known in medicine for many centuries, virtual addiction has appeared relatively recently. Despite the fact that the mechanisms of dependency have common features, researchers are faced with new problems that require a differential approach. Therefore, the treatment acquires multifactorial characteristics of the impact on the patient. Virtual addiction has different modifications of profiles, that's why, a differential approach to diagnosis and treatment is required. There are various errors during the study of the problem (for example, the lack of a fair number of respondents, control groups, drawbacks of forming questions that are included in diagnostic questionnaires, etc.). Working purpose is to study the relevance and prospects of further research on modern methods of diagnosing virtual addiction among adolescents. Optimal and scientifically based materials and research methods were used to obtain information on this topic. Mainly foreign publications, which relate to the topic of diagnosing virtual dependence, were studied in this work. Also, the authors of the article used systemic, statistical, and comparative methods for analyzing the received information. The authors of this article formed a methodology using the indicated types of analysis, studied the structure of the issue of virtual dependence diagnosis among adolescents. Research tools summarized the data of the scientific literature that were freely available among different scientific and metric databases of the world. Knowledge was formed about the interconnected elements of the study of this disorder.

### **2. The danger of virtual addiction for adolescents**

Easy access to information technology is associated with the growth of excessive / pathological use of the Internet and media devices. Round 1996, virtual dependence began to be designated as a global problem of various social stratum of the population. The virtual environment carries multifactorial risks for each age group, however, the biggest risk is typical for children and adolescents. Except internet scam, there are other online dangers that include cyber suicidal, self-harming behavior, sexual abuse, racial discrimination, intimidation with caused psycho-physical injuries and other negative consequences, therefore, effective programs for the prevention and treatment of virtual addiction are possible by using an interdisciplinary approach. It is necessary to make a detailed review of the existing symptoms of virtual dependence to form optimal diagnostic questionnaires for different age groups, including adolescents [7, p. 260-272]. According to this information and the latest statistics for 2016 provided by the World Health Organization (WHO), suicide ranked second on the causes of death among young people aged 15-29. Therefore, virtual addiction can

be a potential threat for this age category [14]. Over the past 45 years there has been a tendency to a critical increase of suicides, which is 60%. The number should be even higher, but unsuccessful suicide attempts are not counted. The issue of suicidal activity is included in the WHO Program of Action for filling mental health gaps (mhGAP) [13].

### **3. Research results**

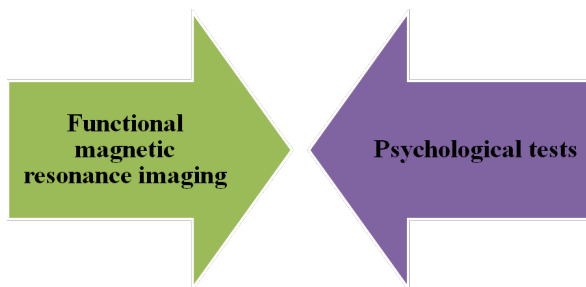
#### **3.1. What is virtual addiction?**

Based on various data on the terminology of virtual dependence (cyberaddiction), the authors of the article developed a generalized definition of this disorder. Virtual addiction is a psychological disorder that occurs as a result of excessive and systematic use of media devices, which is manifested by gambling, addiction to social networks, web shopping, web search, watching pornographic materials, etc. This leads to a negative impact on a person's daily life.

#### **3.2. The relevance of the development of diagnostic questionnaires**

Virtual addiction has various types, which can manifest themselves differently depending on gender, age, social category, etc., it can have their

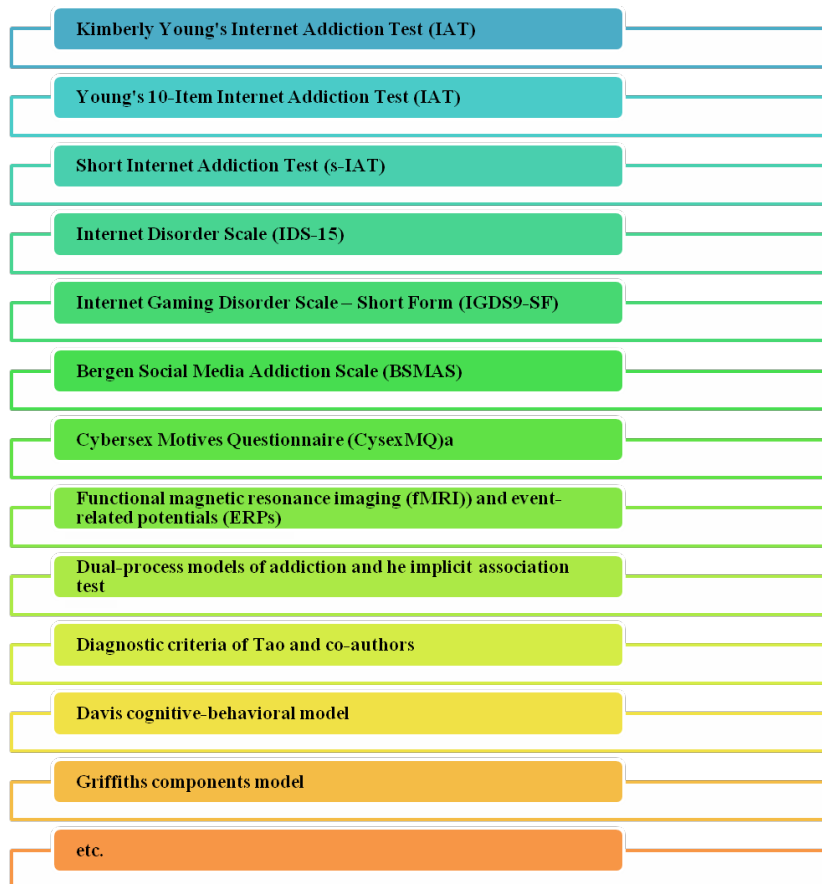
own behavioral features. Unfortunately, the development of virtual addiction can complicate private communication and intimacy. It is important to choose the optimal research design (see Figure 2).



**Figure 2. Types of diagnostics**

It is important to pay attention to the need to use modified questionnaires or apply several types of testing, because in this article, we study such a target population as adolescents. This is due to the need to provide a higher level of the veracity of a results. The use of various approaches and questionnaires can significantly improve the quality of diagnosis, which is especially important in the conditions of modern life of a young person, where other related psycho-physical disorders are possible. After all, it is known that, by development of virtual addiction among adolescents, there are many mental disorders, organic lesions of the central nervous system, and other addictions, for example, alcohol, drugs and smoking, which can lead to distortion of the results. Research requires a solid approach and a very thoughtful analysis of the problem. By diagnostics and treatment virtual addiction, there are comorbide disorders (depression, anxiety disorders, hyperkinetic syndrome, etc.) to consider. And if it's necessary, doctor or psychologist can recommend a teenager not to use any digital devices that are addictive [15, p. 321-333]. Regardless of the officially established diagnosis of virtual addiction and its specific manifestations, people need highly qualified and professional help to solve personal problems. There are also psychiatric centers in some countries that focus on treating virtual games addiction and other Internet addictions. There are various methods of treatment, including medication. For example, psychotropic medications

are being studied to treat cyberaddiction. According to publications for the virtual addiction treatment, there are medications based on bupropion, methylphenidate, etc. [18, p. 979-994].



**Figure 3. Modern diagnostic methods**

### **3.3. Kimberly Young's Internet Addiction Test (IAT)**

Kimberly Young first presented her research on Internet addiction in 1996 at the annual conference of the American Psychological Association.

Many questionnaires have been published about this issue [6, p. 388-433]. Young used the established criteria in her work to determine gambling addiction to the game, so the questionnaire defines Internet addiction as a control disorder regarding personal impulsivity (where chemicals are not used). There are a set of criteria that include:

- Internet addiction;
- the need to use the Internet the great deal of time, as well as spending online more time as it planned;
- failed attempt to stop using the Internet;
- mood changes by trying to reduce or stop using it;
- risk of losing important relationships or opportunities because of Internet overuse;
- cheating about using the Internet;
- internet usage to avoid problems or desire to get rid of a bad mood;

Only personal (non-work or study) use of the Internet should be evaluated. The diagnosis of Internet addiction was established by 5 or more criteria. Conceptualization Young was popularized due to the extended 20-position test, suggested in 1998.

6 main diagnostic factors were obtained by the development of the questionnaire:

- Internet overuse;
- Expressivity;
- work / study neglect;
- neglect of real social life;
- anticipation of Internet usage;
- lack of self-control.

Many authors have noted that the questionnaire is a reliable assessment tool of the dependence level, mostly from the internet [16, p. 203-213]. Estimation is 100-point scale. Low level – about 20-49 points, moderate – 50-79 points, serious – 80-100 points [17, e107306]. This type of questionnaire is often used to study virtual addiction.

2014 (Masaki, Ehime Prefecture, Japan) there was a test in which adolescents 12-15 years old in the amount of 853 people took part. Booking attendee list – 425 men and 428 women. Young Internet Addiction Test (IAT) and the Japanese version of the General Health Questionnaire (GHQ) were used. Participants were asked to fill out a questionnaire regarding

influence or access to electronic devices such as a phone, smartphone, laptop, etc. Respondents were interviewed about how exactly they use media devices and answered “yes” or “no” to the question about the degree of free access to equipment. The duration of utilization of each electronic device was also taken into account. Based on the proposed 20 IAT points, estimates are used from 1 to 5 (with values from 20 to 100). A large number of points is a tendency to addiction. Respondents with IAT scores above 70 points were classified as “addict”. IAT ratings from 40 to 69 are “possible addiction”, below 39 – “no addiction”. The Cronbach coefficient (index, which is used to verify the reliability of the test results in psychology) was 0.929. It was used GHQ (which consists of 30 points) to determine the mental state of adolescents (this is an approved version of the questionnaire in Japan, which is used to define adolescents well-being). GHQ was used to determine overall incidence, social dysfunction, somatic symptoms, sleep disturbance, anxiety, dysphoria, suicidal behavior, where the Cronbach coefficient was 0.915. Research results showed that smartphones usage (including mobile phones), laptops and game consoles correlated with Internet addiction, where the free availability of smartphones was the most significant factor [4, p. 405-412].

### **3.4. Young's 10-Item Internet Addiction Test (IAT)**

There is a version of the questionnaire with 10 questions. It contains the following questions:

- the feeling of Internet or other online services addiction and thinking about it offline;
- the feeling of spending more and more time online to achieve satisfaction;
- vain endeavours to control online time usage;
- the feeling of anxiety or annoyance while trying to reduce or stop being online;
- spending online more time as it planned;
- risk of losing important relationships, work or study opportunities because of Internet overuse;
- cheating family or friends about Internet overuse;
- being online to avoid problems or reduce feelings of helplessness, guilt, anxiety or depression;

- having depression, moodiness or irritability;
- using Internet even after paying too much money on it.

Respondents answered “Yes” or “No”. The results should be identified on the basis of input data [11, p. 1-9].

### **3.5. Short Internet Addiction Test (s-IAT)**

There is another German version of the Internet addiction test, which is based on the original version of the Young questionnaire, in which you need to answer 12 questions. There is five -point scale from 1 (= never) to 5 (= very often), so the total score ranges from 12 to 60 (> 30 mean problems with the use of the Internet, and rating > 37 – pathology). The questionnaire determines the level of violation of time management in everyday life as a result of the internet use, including social negative consequences, loss of control of overuse, unsuccessful attempts to reduce using it, the ability to control mood etc. Here are some examples of questions: «How often do you avoid household chores to spend more time online?», “How often do you lose sleep because you are online all night long?”, «How often are your grades way down because of the time spent on the Internet?», “How often do you spend online more time as it planned?», “How often do you try to reduce being online and fail by stopping use it?», “How often do you feel Internet addiction or dream like being online right now?” and other questions. Participants are informed about paragraphs all referred to their general use of the Internet, including the full range of such activities. The test has good psychometric properties and confidence level [1].

### **3.6. Internet Disorder Scale (IDS-15)**

IDS-15 includes the following categories:

- 4 items – (escapism and dysfunctional emotional coping (EDEC));
- 4 items – (withdrawal symptoms (WS));
- 4 items – (impairments and dysfunctional self-regulation (IDSR));
- 3 items – (dysfunctional Internet-related self-control (DISC).

Results are evaluated with 5-point Likert scale ranging from 1 (strongly disagree) to 5 (totally agree). A higher number of points indicate an increased likelihood of virtual addiction (Internet addiction) [5, p. 665-675].



### **3.7. Internet Gaming Disorder Scale – Short Form (IGDS9-SF)**

Test shows gambling addiction using nine positions based on the DSM-5 criteria, where the results are also evaluated with 5-point Likert scale. The Persian version of IGDS9-SF has satisfying internal consistency ( $\alpha = .90$ ), Test validity, etc. [5, p. 665-675].

### **3.8. Bergen Social Media Addiction Scale (BSMAS)**

Test by Griffiths (2005) consists of six elements, including six basic elements of addiction (significance, tolerance, mood change, feedback, conflict, relapse). All criteria are evaluated on a 5-point Likert scale in the range from 1 (very rarely) to 5 (very often). BSMAS assessment of more than 19 out of 30 shows problems of using social networks [5, p.665-675].

### **3.9. Cybersex Motives Questionnaire (CysexMQ)**

Test identifies reasons in search of a cyber-sexual experience, such as the desire to “get to know someone”, “to have fun”, “for masturbation”, “for observation”, etc. [3, p.601-609].

### **3.10. Functional magnetic resonance imaging (fMRI) and event-related potentials (ERPs)**

Efficient methods for diagnosing can be magnetic resonance imaging (MRI), because in this way the study of neuronal changes in various parts of the brain is carried out. This method is really powerful, it gives accurate results. There is activation in neuronal substrates during the test. Scientists have noticed that, in some cases, it is possible to detect a change in the amplitude of the signals in the brain upon examination images related to the subject of addiction [2].

A positive factor is that magnetic resonance imaging relates to non-invasive methods for studying the neurological processes of mental disorders. Functional imaging methods can help research that relate to the neural features of the formation and progression of virtual addiction, as well as increasing the statistical reliability of clinical data. Changes in the brain signal are analyzed in terms of functional fluctuations (flashes), compared to the baselines [10].

This is a very important type of diagnosis, because the pathogenesis of virtual addiction is not well researched today. Researchers try to receive more

information about encephalopathy regarding the above-mentioned disorder among adolescents. Virtual addiction can cause changes in socio-behavioural characteristics like chemical addictions. Adolescence is characterized by significant changes in the neurobiological systems in decision-making positions. This is one of the reasons why the younger age group of people is more prone to affective disorders and the emergence of various addictions. Test was done (33 persons participated). The test group consisted of 17 adolescents with an Internet addiction of more than 2 years, namely, 15 men and 2 women, as well as a control group of 16 healthy people, which included 14 men and 2 women (Internet usage  $1.3 \pm 0.6$  per hours / day or  $4.6 \pm 2.1$  per days / week). It was determined that addicted teens spent their time approximately  $4.8 \pm 2.2$  hours / day on the Internet and online games. Participants spent about  $6.5 \pm 1.5$  days per week. It was used a 20 -point questionnaire developed by Dr. Kimberly Young for an establishment of the diagnosis, participants underwent a simple medical examination, etc. It was important to exclude accompanying mental disorders, toxicomania or other types of addiction, physical pathologies, pregnancy or the menstrual period in order to get more precise results. People with Internet addiction had a difference in the area of the right anterior cingulate gyrus (limbic area), the right middle cingulate gyrus (limbic area), the left inferior parietal lobe (parietal area) and the left half of the thalamus (subcortical area) [17, e107306].

### **3.11. Dual-process models of addiction and he implicit association test**

There is an automatic (implicit) system component that includes memory associations and a controlled (explicit) system under constant self-examination, including cognition, as well as deliberate decisions. By the formation of addiction, the controlled system can be replaced by an automatic system, so people continue to abuse virtual space, despite understanding the negative consequences of this activity. Automated processes are able to make a contribution to the development and maintaining addictions. Understanding of the process of implicit cognition can help in anticipation of using psychoactive substances [9, p. 79-87].

Important method for diagnosing virtual addiction is to study the patient's cognitive processes, namely the processes of perception, understanding, memory, reasoning, etc. Implicit cognition is a predictor of mental disorders such as alcohol and tobacco addiction. A worthwhile method of studying virtual addiction is an implicit association test. Methods had

demonstrated their effectiveness for evaluating implicit associations by using tobacco, alcohol, marijuana, cocaine and helped to differentiate consumers of these substances from healthy individuals (participants were 15-18 years old). Among people who are addicted to Internet games, there is a positive motivational response to screenshots of online games. For testing to identify virtual addiction, there are 6 Internet-related images (used the WeChat icon, KingofGlory online games, Taobao icon, GoogleChrome icon, Internet Explorer icon and Tencent QQ icon) and 6 mammals (dog, monkey, horse, pig, sheep and dolphin), similarly 6 positive (“happiness”, “attractiveness”, “relaxation”, “excitement”, “friendliness” and “public”) and 6 neutral words (“general”, “calm”, “impartial”, “brown”, “static” and “objective”). Exposure takes approximately 2 seconds [2; 8, p. 308-330].

The questionnaire can be used to determine the addiction specifically on smartphones based on the identification of implicit interactions between positive emotions and images from Internet games. It was used images related to online games and furniture, as well as attribute positive and negative concepts to identify the link between “game-positive” and “furniture-negative”. Each of the categories had eight images. The proposed method can be very promising, because addiction to virtual space develops within visual stimulus [9, p. 79-87].

There are common characteristics between addiction to cybersex and chemicals, therefore, the results of the study can establish liaison with implicit associations between pornographic images and positive emotions, which were similar to the data on addiction to chemicals [12, p. 7-12].

### **3.12. Diagnostic criteria of Tao and co-authors**

Tao and co-authors developed their diagnostic criteria in order to find out the Internet addiction based on the clinical characteristics of a large group of Chinese patients who thought they had this disorder. Patients with bipolar disorder and / or psychotic disorders took part. As a result of the work carried out, the researchers received the following set of criteria:

- symptomatic criteria, what means symptoms of immersion and abstraction (both must be present);
- one or more of these criteria: tolerance, constant desire and / or unsuccessful attempt to control usage, long-term use, despite problems, loss of other interests, use of the Internet to prevent or alleviate dysphoric mood;

– criteria of clinically significant deficiency: functional deficiency (loss of work and social productivity), including the loss of significant relationship, job, educational or career opportunities;

– the duration of the disorder should be more than three months and at least six hours of using the Internet per day, not take into account the work and study [16, p. 203-213].

### **3.13. Davis cognitive-behavioral model**

According to the 2001 Davis cognitive-behavioral model, there is generalized pathological Internet use (GIA) and specific pathological Internet use (SIA). GIA is a multifactor excessive use of the Internet, which is often accompanied by the loss of time and indirect use of online resources (for example, using social communications through social networking sites, subjects can overuse several different Internet resources, that is, play games, watch pornography, read blogs, surf on informational and / or trading sites, post selfies etc.). Such individuals don't have problematic behavior by lack of access to online or offline pages. SIA sufferers have problematic behavior by lack of access to Internet. Among them there are psychopathological diseases. A characteristic feature is also a tendency to neuroticism, vulnerability to stress, low self-esteem, shyness [1].

### **3.14. Griffiths components model**

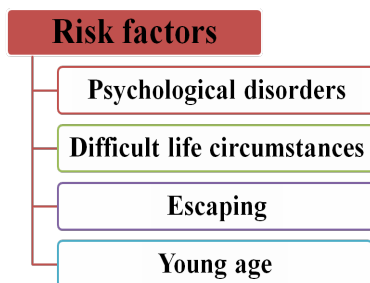
The model is also known as the "component model," according to which addictions consist of six clear and common components (that is, they consist of significance, mood changes, tolerance, abstraction, conflict and relapse). According to Griffiths, addiction is excessive behavior that shares the key elements of the biopsyo-social process. Based on this model, many questionnaires have been developed, including for the diagnosis of work and game addiction [16, 203-213].

## **4. Discussion of the problem**

Modern technologies may be considerably helpful for people in everyday life.

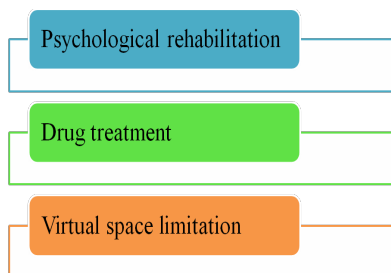
Internet resources and media technology, such as a personal computer, laptop, tablet, smartphone, etc. let users find quickly and efficiently the necessary information, make purchases, study and work. The above-mentioned

equipment and websites could contribute to the development of hobbies and make spending leisure time more wisely. Because of different possibilities of virtual space, there is a risk of loss of control and the development of addiction. Unfortunately, virtual addiction can develop for various reasons. Such reasons as depression, post-traumatic stress disorder, neurotic disorders, etc., where escaping plays an important role, that is, a distracting factor from significant life problems. A special risk group includes adolescence due to the physiological and psychological characteristics of this age category (see Figure 4).



**Figure 4. Risk factors**

For young people, the formation of virtual addiction may deal a heavy blow to both the psycho-physical state and socio-financial stability. People who excessively / pathologically use the Internet and media technology may lose their desire to study and work, as well as the desire to communicate outside the network, which threatens normal everyday life. Today, the possibility of high-quality and timely diagnosis of virtual addiction both by adolescents and by people of other age categories is acquiring an ever-increasing importance. Concomitant psychological disorders complicate the task of differentiating the diagnosis. This must be taken into account during the survey. In addition to age factors, doctors and medical psychologists should take into consideration such factors as gender, social status, some cognitive personal characteristics, etc. The need for diverse approaches to the problem was one of the reasons for the emergence of a large number of different diagnostic questionnaires, as well as the introduction of instrumental methods of study, which include magnetic resonance imaging. The free access to the Internet and media technology for adolescents can be extremely dangerous, there are threats of psychological and physical violence, intimidation, financial difficulties, suicidal behavior, Internet fraud, etc. Parents should have meaningful conversations with their children, be able to shorten the online period and effectively block access to potentially dangerous resources. These preventative actions, according to the recommendations of many modern scientists, can help prevent many serious consequences for a teenager (see Figure 5).



**Figure 5. The main methods of treatment**

### **5. Conclusions**

Virtual addiction may be developed for various reasons. It is necessary to use a multifactorial approach to the problem of diagnosing virtual dependence. The doctor and medical psychologist should choose the type of questionnaire according to the patient's characteristics and take into account his age, gender, social status, physical and psychological disorders. Because of the lack of effective solution of everyday problems by teenagers, it is possible to develop various psycho-emotional disorders, chemical addictions, and falling under the influence of destructive organizations of a political and religious nature. An important role in the prevention of virtual addiction plays healthy psycho-social environment, understanding and loving parents / friends who can support, give the right advice and help by life's difficulties. Such support significantly reduces the need for escaping. Further research of virtual addiction is required to effectively diagnose and treat this disorder. Improving the quality of research, creating a strong scientific base, and improving the legislative regulation of this problem can significantly contribute to reducing risks that appear by the pathological use of Internet resources and media technology.

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**EFFECTIVE MANAGEMENT OF ORGANIZATION  
AS A FACTOR OF ORGANISATIONAL CLIMATE**

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**Abstract.** The article deals with the managing an organization as a factor of organizational climate. The main aim of the research was to diagnose the organizational climate in staff teams based on the analysis of its components and determination of its impact on managing an organization. The set of psychodiagnostic methods was used: the questionnaire “Organizational climate and efficiency of managing an organization”, the test “Evaluation of the head effectiveness”. To investigate the state of the organizational climate in the organization, we used the following indicators: relations with colleagues, attitude to work, professional development, authority of the head, satisfaction with working conditions, satisfaction with working hours, labour remuneration and the risk of losing a job. Such indicators were determined due to the understanding of the organizational climate as an indicator of group mood and the qualitative side of interpersonal relations in the group which integrates individual and group values, rules, processes, expectations, quality, and determines the psychological conditions that contribute to or impede effective joint activity to achieve the goals of the enterprise and the comprehensive development of the individual in the organization. The results of the research of mutual influence of the organizational climate of the Ukrainian state-owned enterprise and the processes of managing an organization have been presented in the article. Basically, the organizational climate reflects a person’s perception of the organization to which he belongs. It is a set of unique characteristics and features that are perceived by the employees about their organizations which serves as a major force in

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influencing their behaviour. Thus, organizational climate in a broad sense, can be understood as the social setting of the organization. The sample was drawn of 80 respondents from Pryvatbank Lviv State-Owned Enterprise. The questionnaire developed by A. Maier to evaluate the degree of optimality of the organizational climate, the test to evaluate the effectiveness of the head developed by S. Roshchin and indicators of organizational efficiency model developed by V. Sate were used for data collection. The linear correlation coefficient was used to check the hypothesis on the interrelation between climate indicators and its impact on management. The obtained results were presented using the correlation analysis and the method of correlation pleiades. The correlation pleiad obtained in the result of the research has showed a conspicuous tendency to the connection of the indicators of satisfaction with work schedule, level of salary and stability of the workplace with relations with colleagues, attitude to work, opportunity and desire for professional development as well as the authority of the direct supervisor and the quality of his decisions. Since the well-coordinated work of the team is gradually coming to the fore among the factors of competitive ability of the enterprise, it is relevant to conduct the study aimed at researching the features of the functioning of the organizational climate.

### 1. Introduction

The definition developed by Lawrence R. James and his colleagues makes a distinction between *psychological* and *organizational* climate. "*Psychological* climate is defined as the individual employee's perception of the psychological impact of the work environment on his or her own well-being (James & James, 1989) [9]. When employees in a particular work unit agree on their perceptions of the impact of their work environment, their shared perceptions can be aggregated to describe their *organizational* climate (Jones & James, 1979; Joyce & Slocum, 1984)" [9].

Employees' collective appraisal of the organizational work environment takes into account many dimensions of the situation as well as the psychological impact of the environment. For instance, job-specific properties such as role clarity, workload and other aspects unique to a person's specific job have a psychological impact that can be agreed upon by members of the organization. Work group or team cooperation and effectiveness as well as leadership and organizational support are other dimensions of shared expe-

rience that factor into organizational climate. Surveys are the most common way of quantifying organizational climate. Aspects of climate that influence performance of specific sets of behaviors and outcomes can be measured, such as the *climate for safety* and the *climate for innovation*.

Organizational climate and organizational culture are distinct concepts. Climate and culture are both important aspects of the overall context, environment or situation. Organizational culture tends to be shared by all or most members of some social group, is something that older members usually try to pass on to younger members, and shapes behavior, structures, and perceptions of the world. Cultures are often studied and understood at a national level, such as the American or French culture. Culture includes deeply held values, beliefs and assumptions, symbols, heroes, and rituals. Culture can be examined at an organizational level as well. The main distinction between organizational and national culture is that people can choose to join a place of work, but are usually born into a national culture.

Organizational climate, on the other hand, is often defined as the recurring patterns of behavior, attitudes and feelings that characterize life in the organization [9], while an organization culture tends to be deep and stable. Although culture and climate are related, climate often proves easier to assess and change.

According to Bowditch and Buono, organizational culture is connected with the nature of beliefs and expectations about organizational life, while climate is an indicator of whether these beliefs and expectations are being fulfilled. Climate of an organization is somewhat like the personality of a person. Just as every individual has a personality that makes him unique and different from other persons. Each organization has an organizational climate that clearly distinguishes it from other organizations.

Before understanding the meaning of organizational climate, we must first understand the concept of climate. Climate in natural sense is referred to as the average course or condition of the weather at a place over a period of years as exhibited by temperature, wind, velocity and precipitation. However, it is quite difficult to define organizational climate incorporating the characteristics of natural climate. This is so because the most frustrating feature of an attempt to deal with situational variables in a model of management performance is the enormous complexity of the management itself. People have defined organisational climate on the basis of its potential properties. A few important definitions are as given below.

According to Forehand and Gilmer, climate consists of a set of characteristics that describe an organisation, distinguish it from other organisations are relatively enduring over time and influence the behaviour of people in it.

According to Campbell, organisational climate can be defined as a set of attributes specific to a particular organization that may be induced from the way that organization deals with its members and its environment. For the individual members within the organization, climate takes the form of a set of attitudes and experiences which describe the organization in terms of both static characteristics (such as degree of autonomy) and behaviour outcome and outcome contingencies.

Thus, organizational climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour and can be described in terms of the value of a particular set of characteristics of the organization. It may be possible to have as many climates as there are people in the organization when considered collectively, the actions of the individuals become more meaningful for viewing the total impact upon the climate and determining the stability of the work environment. The climate should be viewed from a total system perspective. While there may be differences in climates within departments these will be integrated to a certain extent to denote overall organizational climate.

At an individual level of analysis the concept is called individual psychological climate. These individual perceptions are often aggregated or collected for analysis and understanding at the team or group level, or the divisional, functional, or overall organizational level.

Ravasi and Schultz (2006) characterise organizational culture as a set of shared assumptions that guide behaviors [9]. It is also the pattern of such collective behaviors and assumptions that are taught to new organizational members as a way of perceiving and, even thinking and feeling. Thus organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders. In addition, organizational culture may affect how much employees identify with an organization.

In a corporation, a stakeholder is a member of "groups without whose support the organization would cease to exist" [10, p. 6], as defined in the first usage of the word in a 1963 internal memorandum at the Stanford Research Institute. The theory was later developed and championed by R. Edward

Freeman in the 1980s. Since then it has gained wide acceptance in business practice and in theorizing relating to strategic management, corporate governance, business purpose and corporate social responsibility (CSR). The definition of corporate responsibilities through a classification of stakeholders to consider has been criticised as creating a false dichotomy between the "shareholder model" and the "stakeholders model" [9] or a false analogy of the obligations towards shareholders and other interested parties [11].

Any action taken by any organization or any group might affect those people who are linked with them in the private sector. For examples these are parents, children, customers, owners, employees, associates, partners, contractors, and suppliers, people that are related or located nearby. Primary stakeholders are usually internal stakeholders, are those that engage in economic transactions with the business (for example stockholders, customers, suppliers, creditors, and employees). Secondary stakeholders are usually external stakeholders, are those who – although they do not engage in direct economic exchange with the business – are affected by or can affect its actions (for example the general public, communities, activist groups, business support groups, and the media). Excluded stakeholders are those such as children or the disinterested public, originally as they had no economic impact on business. Now as the concept takes an anthropocentric perspective, while some groups like the general public may be recognized as stakeholders others remain excluded. Such a perspective does not give plants, animals or even geology a voice as stakeholders, but only an instrumental value in relation to human groups or individuals.

A narrow mapping of a company's stakeholders might identify the following stakeholders: employees, communities, shareholders, creditors, investors, government, customers, owners, financiers, managers. A broader mapping of a company's stakeholders may also include: suppliers, distributors, labor unions, government regulatory agencies, government legislative bodies, government tax-collecting agencies, industry trade groups, professional associations, NGOs and other advocacy groups, prospective employees, prospective customers, local communities, national communities, public at large (global community), competitors, schools, future generations, analysts and media, research centers.

It can be argued that the view on organizational culture as a significant factor of management is still not popular in our country. However, on the

one hand, participation of authors in the implementation of psychological training of civil servants, teachers, social workers, employees of employment centers for the professional activity and, on the other hand, the preparation of private companies employees for management activity at business training courses showed the differences in the organizational cultures of private and state-owned enterprises. It can be said that the organizational culture of a private enterprise is result-oriented, and the essence of the organizational climate of a state-owned enterprise is focused on preserving the process more than on achieving the result. To check whether our observation is true, the idea came about an empirical research of the interaction of the organizational climate of the state-owned enterprise and the efficiency of managing an organization.

### 2. Literature review

The phenomena of organizational culture and national psychological climate are in the field of view of researchers for decades, however, this research is relevant up to day because these phenomena manifest themselves in different ways in diverse social and cultural communities.

Schein (1992), Deal and Kennedy (2000), and Kotter (1992) advanced the idea that organizations often have very differing cultures as well as subcultures. Although a company may have its "own unique culture," in larger organizations there are sometimes co-existing or conflicting subcultures because each subculture is linked to a different management team.

Flamholtz and Randle (2011) suggest that one can view organizational culture as "corporate personality". They define it as it consisting of the values, beliefs, and norms which influence the behavior of people as members of an organization.

Robbins Stephen P. and Coulter M. describe organizational culture as the employees' shared values, beliefs or perception of the organization or organizational unit. In view of the fact that organizational culture reflects the values, beliefs and behaviour used by the employees of an organization to give meaning to the situations they are faced with, it can affect the attitude and behaviour of the staff.

There are two difficulties in defining organization climate: how to define climate, and how to measure it effectively on different levels of analysis. Furthermore, there are several approaches to the concept of climate. Two

in particular have received substantial patronage: the cognitive schema approach and the shared perception approach.

The cognitive schema approach regards the concept of climate as an individual perception and cognitive representation of the work environment. From this perspective climate assessments should be conducted at an individual level.

The shared perception approach emphasizes the importance of shared perceptions as underpinning the notion of climate. Organizational climate has also been defined as "the shared perception of the way things are around here". There is great deal of overlap in the two approaches.

*Cognitive schema approach.* Cognitive representations of social objects are referred to as schemas. These schemas are a mental structure that represents some aspect of the world. They are organized in memory in an associative network. In these associative networks, similar schemas are clustered together. When a particular schema is activated related schemas may be activated as well. Schema activation may also increase the accessibility of related schemas in the associative network. When a schema is more accessible this means it can more quickly be activated and used in a particular situation. When related schemas are activated, inferences beyond the information given in a particular social situation may influence thinking and social behavior, regardless of whether those inferences are accurate or not. Lastly, when a schema is activated a person may or may not be aware of it.

Two processes that increase the accessibility of schemas are salience and priming. Salience is the degree to which a particular social object stands out relative to other social objects in a situation. The higher the salience of an object the more likely that schemas for that object will be made accessible. For example, if there is one female in a group of seven males, female gender schemas may be more accessible and influence the group's thinking and behavior toward the female group member. Priming refers to any experiences immediately prior to a situation that caused a schema to be more accessible.

*Shared perception approach.* Some researchers have pursued the shared perception model of organizational climate. Their model identifies the variables which moderate an organisation's ability to mobilise its workforce in order to achieve business goals and maximise performance.

One of the major users of this model are departments of the Queensland State Government Australia. These departments use this model of climate

to survey staff in order to identify and measure those aspects of a workplace which impact on: stress, morale, quality of work life, wellbeing, employee engagement, absenteeism/presenteeism, turnover and performance.

While an organization and its leaders cannot remove every stressor in the daily life of its employees, organizational climate studies have identified a number of behaviours of leaders which have a significant impact on stress and morale. For instance, one Queensland state government employer, Queensland Transport, has found that increasing managers' awareness of these behaviours has improved quality of work life employees and the ability of QT's to deliver its organizational goals.

Theories of cognitive and neuropsychology and emotional intelligence provide additional scientific rationale for why leaders should improve stress and morale in the workplace to achieve maximum performance. Climate surveys can provide concrete evidence of how this works in action.

Organizational climate surveying enables the impact of human resource (HR) strategies to be evaluated to create HR return on investment (HRROI) calculations. This data has been found to be highly effective in changing the perspective of people-based initiatives as being an "investment" rather than a "cost" and transforming HR into a "mission-critical strategic partner" from its perception of "personnel administration".

A number of studies by Dr Dennis Rose and colleagues between 2001-2004 have found a very strong link between organizational climate and employee reactions such as stress levels, absenteeism and commitment and participation.

A study has found that Hart, Griffin et al.'s (1996) organizational climate model accounts for at least 16.0% single-day sick leave and 10.0% separation rates in one organization. Other studies support the links between organizational climate and many other factors such as employee retention, job satisfaction, well-being, and readiness for creativity, innovation and change.

Hunter, Bedell and Mumford have reviewed numerous approaches to climate assessment for creativity. They found that those climate studies that were based on well-developed, standardized instruments produced far higher effect sizes than did studies that were based on locally developed measures.

The organizational climate can affect the human behaviour in the organization through an impact on their performance, satisfaction and attitudes. There are four mechanisms by which climate affects the behaviour of the employees.

1. Constraint System.

Organizational climate can operate as a constraint system in both the positive and negative sense. This can be done by providing information to the employees about what kind of behaviour will be rewarded, punished or ignored. Thus, behaviour can be influenced by varying degrees of rewards and punishments. Such a constraint system would influence the behaviour of those people who are most interested in those specific values which are assigned to different behavioural outcomes.

2. Evaluation of Self and Others.

Organizational variables may affect behaviour through evaluation of self and others. In this evaluation process both the physiological and psychological variables will be associated. Such evaluation will affect the human behaviour.

3. By Acting as Stimuli.

Organizational factors can influence human behaviour by acting as stimuli. As stimuli they influence individual's arousal level, which is a motivational variable directing human behaviour. The level of arousal will directly affect the level of activation and hence performance.

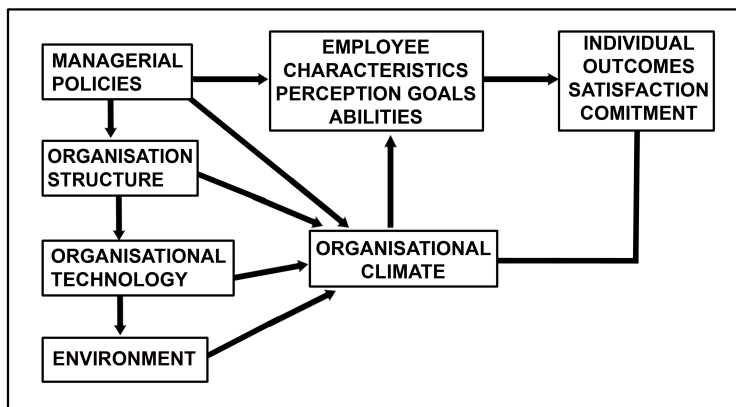
4. By Helping the Individual to Form a Perception.

Organizational factors influence the behaviour by helping the individual in forming a perception of the organization. The perception then influences behaviour. Thus, good organizational climate is instrumental to higher employee satisfaction, better human relations and higher productivity, the role of climate can be explained with the help of the following figure.

The factors indicated in the figure represent major determinants of climate in an organization and as such represent important areas of management concern. If employees satisfaction and job performance are to be improved, the management must modify these factors so that the employees view climate as favourable to them. Various research studies also confirm the positive relationship between organizational climate and employee performance.

Frederiksen on the basis of laboratory studies involving 260 middle level managers concludes that different organizational climate has different impact on human performance. He summarizes that the amount of administrative work in the stimulated job is more predictable in a climate that encourages innovation, than in one that encourages standard procedures and





**Figure 1. Organisational climate and effectiveness**

that in an innovative climate, greater productivity can be expected of people with skills and attitudes that are associated with independence of thought and action and the ability to be productive in free unstructured situations.

This study suggests that the performance was more predictable for subjects who worked in a consistent climate than those who had to work in an inconsistent environmental climate. Inconsistent climate was having indirect impact on productivity. Another laboratory study shows that significant differences were found in performance and satisfaction of people in varying organizational climates.

According to Y.L. Neymer, the organizational climate reflects the internal state of any community, its complex ability to achieve the goals set. The author understands the inner state as the formation which unites the level of identification of the enterprise's staff with the society, values and norms of group behaviour, collective expectations and attitude of employees to management team [5].

The organizational climate is the state of group mood and the qualitative side of interpersonal relations in the group which integrates individual and group values, rules, processes, expectations of quality and determines the psychological conditions contributing or impeding effective joint activity to achieve the goals of the enterprise and the comprehensive development of the individual at the organization [4]. Later, the other researchers,

Harris and Ogbonna also came to a conclusion that organizational culture affected community members not so much through bureaucratic procedures as through regulatory control because it includes system of rules and guidelines, both formal and informal, as well as a number of rituals and traditions, behavioural models of employees working within this organizational structure [10]. The specific ways of influencing the organizational climate on employees as members of a particular community also include the impact on their attitudes to work, their sense of duty and responsibility to their colleagues and to the entire organization [12] as well as mutual dependence and care, altruism and positive paradigms [2, p. 15].

In the previous empirical research of the interrelation between organizational climate and management at the private enterprise was shown the strong interrelation between the indicators of organizational climate and managing an organization [4]. However, in the investigated group of private enterprise in the city of Lviv they found that relations with colleagues correlated with cooperation, authority of the head, communication, loyalty of the organization and sharing the values. Such an interrelation can be explained by the fact that the better the relations with colleagues, their perception of each other and themselves as part of the whole, the more effectively employees interact with each other regarding solving work issues [4]. Positive relations with colleagues also enable the head to more effectively perform other managerial functions, namely, control aimed at providing timely assistance to employees in order to achieve a managerial goals. It can be assumed that this phenomenon is caused by the increased availability of the private enterprise personnel for managerial influences, its integrity [4].

### **3. Survey methodology**

The main aim of the research was to diagnose the organizational climate in staff teams based on the analysis of its components and determination of its impact on managing an organization. The set of psychodiagnostic methods was used: test “Evaluation of the head's effectiveness” and questionnaire “Organizational climate and efficiency of managing an organization”.

To investigate the state of the organizational climate in the organization, we used the following indicators: relations with colleagues, attitude to work, professional development, authority of the head, satisfaction with working conditions, satisfaction with working hours, labour remuneration

and the risk of losing a job. Such indicators were determined due to the understanding of the organizational climate as an indicator of group mood and the qualitative side of interpersonal relations in the group which integrates individual and group values, rules, processes, expectations, quality, and determines the psychological conditions that contribute to or impede effective joint activity to achieve the goals of the enterprise and the comprehensive development of the individual in the organization. The results are processed by calculating the points which are accrued according to the key and deducting its average value for each scale. The questionnaire used a three-dimensional scale. The obtained indication identified the presence of a low, average or high level by one or another indicator.

The questionnaire developed by A. Maier is the bases for the research and it gives the opportunity to quantitatively express the degree of optimality of the organizational climate, as well as identify the components of interpersonal relations that affect the formation of the organizational climate. The objective characteristics of labor are also measured, as well as the subjective perception of the situation. The next part of the questionnaire was aimed at measuring the impact of the organizational climate on managing an organization which is based on V. Sathe Organizational Efficiency Model [14]. According to this model, the following indicators were identified to determine the impact of the organizational climate on managing an organization: cooperation; decision-making; supervisor's control; organizing, management and supervision; communication; loyalty of the organization; values of the organization. Also, to investigate the efficiency of managing an organization, we used a test to evaluate the efficiency of the head which contains 30 factors that characterise strategic thinking, management skills, appetite for risk and innovation, the ability to create a positive psychological climate in the staff team and to motivate their employees for the best implementation of common tasks and other factors that are evaluated on a seven-point scale and indicate the level of management skills [1; 6].

### 4. Findings

The linear correlation coefficient was used to check the hypothesis about the existence of interrelation between the organizational climate indicators and its impact on management. The calculation of Student's t-criterion was carried out using the SPSS 15 Statistical Package. The relations with col-

leagues are correlated with the cooperation ( $r = 0.54$ ;  $p \leq 0.01$ ), management control ( $r = 0.4$ ;  $p \leq 0.01$ ), organizing, management and supervision ( $r = 0.4$ ;  $p \leq 0.01$ ) and decision-making of the head ( $r = 0.42$ ;  $p \leq 0.01$ ) with  $n = 60$ . It can be observed the tendency toward interrelation of the relations with colleagues and professional development ( $r = 0.31$ ;  $p \leq 0.05$ ), authority of the head ( $r = 0.33$ ;  $p \leq 0.05$ ), loyalty of the organisation ( $r = 0.31$ ;  $p \leq 0.05$ ) and labour remuneration ( $r = 0.34$ ;  $p \leq 0.05$ ). We understand the tendency toward interrelation of the relations with colleagues and professional growth, which can be observed only in this sample of the investigation, as the fact that the better relations in the staff team the greater opportunity and desire for the professional growth. Perhaps, the staff team acts as a kind of stimulus for a person to personal development and growth. In the above results at the private enterprise, we also identified interrelation between the cooperation and attitude to work ( $r = 0.48$ ;  $p \leq 0.01$ ), supervisor's control ( $r = 0.52$ ;  $p \leq 0.01$ ), authority of the head ( $r = 0.45$ ;  $p \leq 0.01$ ), decision-making ( $r = 0.41$ ;  $p \leq 0.01$ ), organising, management and supervision ( $r = 0.45$ ;  $p \leq 0.01$ ), loyalty of the organisation ( $r = 0.5$ ;  $p \leq 0.01$ ), value adoption ( $r = 0.61$ ;  $p \leq 0.01$ ) and labour remuneration ( $r = 0.42$ ;  $p \leq 0.01$ ). We understand the interrelation of the cooperation with labour remuneration as the fact that the better cooperation in the staff team, the more employees are satisfied with labour remuneration. It can be assumed that the existence of clear interaction between the main and auxiliary employees contributes to the achievement of the highest result in the work and affects the amount of remuneration or the availability of bonuses.

The attitude to work is related to the supervisor's control ( $r = 0.48$ ;  $p \leq 0.01$ ), professional development ( $r = 0.48$ ;  $p \leq 0.01$ ), decision-making, loyalty of the organization ( $r = 0.48$ ;  $p \leq 0.01$ ), value adoption ( $r = 0.48$ ;  $p \leq 0.01$ ) and labour remuneration ( $r = 0.48$ ;  $p \leq 0.01$ ). There is probable connection between positive perceptions of work and the authority of the head ( $r = 0.39$ ;  $p \leq 0.05$ ). Also, it is observed the tendency to the interrelation between the attitude to work and labour remuneration ( $r = 0.39$ ;  $p \leq 0.05$ ). Perhaps, the better employees evaluate the content of their work, the more they are satisfied with its remuneration. In the above case, it is not about absolute satisfaction with the amount of a salary. Most likely, when an employee is satisfied with the content of his work, he has the opportunity to realize himself and it positively affects the evaluation of labour remuneration system. Assessing the indicator of managing an organization and management control, we can

see the relation with such indicators of the psychological climate as professional development ( $r=0.51$ ;  $p\leq 0.01$ ), authority of the head ( $r=0.41$ ;  $p\leq 0.01$ ) and labour remuneration ( $r=0.57$ ;  $p\leq 0.01$ ).

The last link between labour remuneration and supervisor's control is interpreted as the fact that the more effectively the manager implements the control function, the more employees are satisfied with labour remuneration which may be due to the increase of economic indicators and as a result the possible material incentives for workers.

Also the supervisor control is related to organizing, management and supervision ( $r=0.44$ ;  $p\leq 0.01$ ), loyalty of the organization ( $r=0.59$ ;  $p\leq 0.01$ ) and value adoption ( $r=0.66$ ;  $p\leq 0.01$ ). It is probable that there is a tendency to the relation of supervisor's control with decision-making ( $r=0.39$ ;  $p\leq 0.05$ ) and labour conditions ( $r=0.36$ ;  $p\leq 0.05$ ).

Unlike the above results of the correlation analysis at the private enterprise, according to the indicators of supervisor's control with communication and the authority of the head with communication at the state-owned enterprise, such a connection wasn't revealed. The employees tend to evaluate positively their professional development at the state-owned enterprise in the case of effective manager decisions ( $r=0.49$ ;  $p\leq 0.01$ ), manifestations of the organization loyalty to the employees ( $r=0.42$ ;  $p\leq 0.01$ ) and satisfaction with labour remuneration ( $r=0.47$ ;  $p\leq 0.01$ ). That is with increasing wages, opportunities, desires and satisfaction with professional development are growing. There is a tendency to the connection between the professional development indicators and the authority of the head ( $r=0.35$ ;  $p\leq 0.05$ ), organizing, management and supervision ( $r=0.32$ ;  $p\leq 0.05$ ) and value adoption. There is the connection of satisfaction with one's head, that is the presence of authority, with other indicators of the efficiency of managing an organization, namely, decision-making ( $r=0.74$ ;  $p\leq 0.01$ ), loyalty of the organisation ( $r=0.46$ ;  $p\leq 0.01$ ), organising, management and supervision ( $r=0.51$ ;  $p\leq 0.01$ ) and value adoption ( $r=0.42$ ;  $p\leq 0.01$ ) and labour remuneration ( $r=0.46$ ;  $p\leq 0.01$ ).

Interestingly, there is a precondition for satisfaction with the labour remuneration with the presence of authority of the head. It is possible that employees tend to correlate labour remuneration not only with their own material well-being, but also with the fact of its corresponding to the spent efforts and fair distribution that depends on the decisions of management team and its authority.

Decision-making is more effective provided the organizing, management and supervision ( $r=0.71$ ;  $p\leq 0.01$ ), communication ( $r=0.48$ ;  $p\leq 0.01$ ) and loyalty of the organization are effective. There is a tendency to the relation of decision-making and value adoption ( $r=0.35$ ;  $p\leq 0.05$ ). So, the employees accept organizational values when the manager's decisions are effective and positively accepted by the employees. The effectiveness of the organisation, management and supervision is determined by the indicators of the high level of communication ( $r=0.58$ ;  $p\leq 0.01$ ), organisation's loyalty ( $r=0.69$ ;  $p\leq 0.01$ ), acceptance of the organization values ( $r=0.43$ ;  $p\leq 0.01$ ). It is probable the relation of organisational efficiency, management, supervision with satisfaction with labour remuneration ( $r=0.38$ ;  $p\leq 0.05$ ). There is the connection between communication and loyalty ( $r=0.43$ ;  $p\leq 0.01$ ) and acceptance of values ( $r=0.49$ ;  $p\leq 0.01$ ). At the same time, unlike the private enterprise at the state one the relation of communication with labour remuneration and working conditions was not revealed. There is a tendency to the relation of loyalty of the organisation with acceptance of values ( $r=0.31$ ;  $p\leq 0.05$ ) and satisfaction with working conditions ( $r=0.3$ ;  $p\leq 0.05$ ). There is a closer relation between loyalty and satisfaction with labour remuneration ( $r=0.41$ ;  $p\leq 0.01$ ). Also, the correlation analysis revealed the tendency to the relation between labour remuneration and acceptance of the organization values ( $r=0.39$ ;  $p\leq 0.05$ ) and working schedule ( $r=0.32$ ;  $p\leq 0.05$ ) as well as the relation between labour remuneration and satisfaction with working conditions ( $r=0.41$ ;  $p\leq 0.01$ ). The tendency to the acceptance of values and satisfaction with labour remuneration can be explained by the fact that the more employees identify themselves with the enterprise, the more they are inclined to accept a certain amount of salary for them. Also, satisfaction with labour remuneration is affected by satisfaction with work schedule. There is the causality of labour satisfaction not only with the amount of salaries, but also a variety of other factors, among which there are satisfaction with the work schedule, working conditions, acceptance of values, loyalty of the organization, decision-making of the head, organising and management, professional development, attitude to work, relations with colleagues, cooperation and authority of the head. One can assume that the evaluation of labour remuneration is a very subjective and variable indicator.

Thus, we observe the interrelation of the psychological climate variable of "relations with colleagues" and the other management factors, namely,

management team supervision ( $r=0.73$ ;  $p\leq 0.01$ ), communication ( $r=0.73$ ;  $p\leq 0.01$ ) and also the tendency to the connection with cooperation ( $r=0.68$ ;  $p\leq 0.05$ ), attitude to work ( $r=0.58$ ;  $p\leq 0.05$ ), professional development ( $r=0.67$ ;  $p\leq 0.05$ ), authority of the head ( $r=0.58$ ;  $p\leq 0.05$ ), decision-making ( $r=0.68$ ;  $p\leq 0.05$ ), organising, management and supervision ( $r=0.64$ ;  $p\leq 0.05$ ) and loyalty of the organization ( $r=0.54$ ;  $p\leq 0.05$ ). It is interesting interrelation of colleagues with job stability ( $r=0.4$ ;  $p\leq 0.05$ ). So, the more positive employees evaluate their collaborators, the less they evaluate the risk of losing their jobs. The cooperation is related to the attitude to work ( $r=0.54$ ;  $p\leq 0.05$ ) and interacts conversely with the effectiveness of the head management ( $r=0.4$ ;  $p\leq 0.05$ ). From our point of view, such a contradictory tendency can be understood as the fact that the less effective the management, the greater the tendency of heads to combine their efforts to ensure that the performance of the organization is not suffered. One can assume that if the level of the cooperation of employees is high the management team does not need to use all management powers and potential or the opportunities of management impact are reduced [3].

There is a tendency to the inverse relationship of decision-making and working conditions ( $r = -0.49$ ;  $p\leq 0.05$ ). So, the more inefficient decisions takes the head, the less the employees happy with these decisions that can be expressed in their dissatisfaction with working conditions. The attitude to work is related to professional development ( $r=0,88$ ;  $p\leq 0,01$ ), organizing, management and supervision ( $r=0.75$ ;  $p\leq 0.01$ ) and communication ( $r=0.71$ ;  $p\leq 0.01$ ). There is a tendency to the interrelation of work and authority of the head ( $r=0.64$ ;  $p\leq 0.05$ ), decision-making ( $r=0.59$ ;  $p\leq 0.05$ ), loyalty of the organization ( $r=0,46$ ;  $p\leq 0,05$ ), labour remuneration ( $r=0,46$ ;  $p\leq 0,05$ ) and job stability ( $r=0,61$ ;  $p\leq 0,05$ ).

There is probable connection of the supervisor's control with variables of climate and management, namely, professional development ( $r= 0.45$ ;  $p\leq 0.05$ ), authority of the head ( $r=0.41$ ;  $p\leq 0.05$ ), decision-making ( $r=0.45$ ;  $p\leq 0.05$ ), communication ( $r=0.52$ ;  $p\leq 0.05$ ) and loyalty of the organization ( $r=0.55$ ;  $p\leq 0.05$ ). Professional growth is related with the authority of the head ( $r=0.72$ ;  $p\leq 0.01$ ), decision-making ( $r=0.72$ ;  $p\leq 0.01$ ), organizing, management and supervision ( $r=0.75$ ;  $p\leq 0.01$ ) and communication ( $r=0.77$ ;  $p\leq 0.01$ ). One can observe the tendency to the interrelation of satisfaction with professional growth and loyalty of the organization ( $r=0,69$ ;  $p\leq 0,05$ ),

satisfaction with work schedule ( $r=0,53$ ;  $p\leq 0,05$ ), labour ( $r=0.65$ ;  $p\leq 0.05$ ) and the risk of losing a job ( $r=0.62$ ;  $p\leq 0.05$ ). The authority of the head correlates with decision-making ( $r=0.84$ ;  $p\leq 0.01$ ), organising, management and supervision ( $r=0.84$ ;  $p\leq 0.01$ ) and communication ( $r=0.77$ ;  $p\leq 0.01$ ). There is the tendency to the interrelation of the indicators of head authority and loyalty of the organization ( $r=0,62$ ;  $p\leq 0,05$ ), satisfaction with the work schedule ( $r=0.47$ ;  $p\leq 0.05$ ), labour remuneration ( $r=0.43$ ;  $p\leq 0.05$ ) and job stability ( $r=0.53$ ;  $p\leq 0.05$ ). Decision-making is also correlated with the efficiency of organising, management and supervision ( $r=0.74$ ;  $p\leq 0.01$ ). One can make the conclusion that the efficiency of organizing, management and supervision interact with communication level ( $r=0.91$ ;  $p\leq 0.01$ ) at the organization and job stability ( $r=0.77$ ;  $p\leq 0.01$ ). As for the other indicators, we can observe the tendency to the interrelation, in particular, with loyalty at the organization ( $r=0.44$ ;  $p\leq 0.05$ ). Such a strong interrelation of the efficiency of organizing, management, supervision and communication can be explained by the fact that the better the work, planning and informing are organized and the more interaction is observed at the enterprise, the more effective is the exchange of information between heads and top management team and subordinates. On the features of communication between the heads may depend the manifestation of loyalty of organization that is top management team to the lower managers ( $r=0.5$ ;  $p\leq 0.05$ ), satisfaction with labour remuneration ( $r=0.4$ ;  $p\leq 0.05$ ) and job satisfaction ( $r=0.56$ ;  $p\leq 0.05$ ). It was revealed the interrelation of loyalty of the organization and acceptance of values ( $r=0.42$ ;  $p\leq 0.05$ ), satisfaction with labour remuneration ( $r=0,52$ ;  $p\leq 0,05$ ) and work schedule ( $r=0.43$ ;  $p\leq 0.05$ ). We assume that the level of satisfaction with labour remuneration is due to the satisfaction with working conditions ( $r=0.52$ ;  $p\leq 0.05$ ) and work schedule ( $r=0.64$ ;  $p\leq 0.05$ ).

## 5. Conclusions

One can observe an obvious tendency that the indicators of satisfaction with the work schedule, labour remuneration and stability of job are affected by the organizational climate factors. They include relations with colleagues, attitude to work, opportunities and desire for professional development, authority of the direct supervisor and head's decision-making. It is obvious that under the condition of the mutual understanding between employees, their cohesion and the authority of the head, the belief in the appropriate-



ness of his decisions, the managers we are investigating, also evaluated in a more positive way the other factors of the organizational climate, namely, the general working conditions, including stability of work, satisfaction with the schedule and labour remuneration. The formation of favourable climate at the enterprise is a significant tool using which the head could improve the social and socio-economic efficiency of the organization staff. We can consider the degree of positive impact of management on the organizational climate as a way to improve the results of the team activity.

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**FAMILY AS A FACTOR OF PRESCHOOLCHILD'S  
DETERMINATION OF PSYCHOLOGICAL GENDER**

**СІМ'Я ЯК ЧИННИК СТАНОВЛЕННЯ  
ПСИХОЛОГІЧНОЇ СТАТІ ДОШКІЛЬНИКА**

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**Abstract.** The intense changes in the modern Ukrainian family, the current trends in its development, especially in large metropolitan areas, necessitate a rethinking and requirements clarification for preparing young people for family life that is directly related to the process of individual's psychological gender forming as man and woman. The interest in this problem is caused not only by the fact that gender is one of the most important historical, cultural and social issues, but also by the fact that the contemporary requirement of an individual approach to personality's formation cannot be realized without taking into account the child's psychological gender. Meanwhile, the analysis of the problem of psychological gender is often reduced to finding obvious differences only at the household level fixed in the men and women's behavior, taking into account the psychological characteristics of each person, conditions and environment of his life. In addition, the formation of psychological gender is an integral feature of the individual's harmonious development. In this regard, modern psycho-pedagogical studies are increasingly attempting to consider personal's development in indissoluble unity with the person's formation of a particular gender, which determines the individual's behavior content as a man or woman, boy or girl. Analysis of psychological and pedagogical sources showed a rather intensive interest of scientists and practitioners in the problems of psychological gender ontogeny (G. Varga, V. Vasyutinsky, I. Kon, A. Paliy,

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T. Repina, Yu. Savchenko, etc.); peculiarities of the psychological gender manifestation (A. Belkin, T. Govorun, D. Isaev, V. Kagan, etc.); influence of the phenomenon under study on the child's personality and individuality's development (L. Arutyunova, D. Kolesov, O. Kononko, V. Kuzmenko, S. Kulachkivska, N. Selverova, etc.). This state of the problem under consideration is due to the increasing public attention to the individual as a unique holistic phenomenon, determining the priority direction of its study – subjective reality, individuality. In addition, the process of becoming a psychological gender affects the individual's mental health, the unity of its emotional, cognitive and behavioral manifestations. It is known that the formation of psychological gender as a personality's integral formation occurs in the process of harmonious combination of his gender ideas, gender identity and gender-role behavior, which are embedded in preschool age and are significant at all subsequent stages of its ontogeny. Despite the importance of research into the problem of becoming a child's psychological gender, the issues of the preschool child's psychological gender development and the peculiarities of its formation in the parent-child's relationship remain underdeveloped, since it is the parent-child's relations that form an important subsystem of the whole family, which is the whole system, and can be seen as continuous, long-lasting, and mediated by age-specific child and parent's characteristics.

### 1. Вступ

Інтенсивні зміни в сучасній українській сім'ї, актуальні тенденції її розвитку, особливо в умовах великих мегаполісів, зумовлюють потребу в переосмисленні та уточненні вимог до підготовки молоді до сімейного життя, що безпосередньо пов'язане з процесом формування психологічної статі особистості – чоловіка і жінки. Інтерес до зазначеної проблеми обумовлений не тільки тим, що становлення статі – одне з найважливіших історико-культурних, соціальних питань, а й тим, що сучасна вимога індивідуального підходу до формування особистості не може бути реалізована без врахування психологічної статі дитини. Тим часом аналіз проблематики психологічної статі зводиться нерідко до констатації очевидних, лише на побутовому рівні фіксованих, відмінностей у поведінці чоловіків і жінок, залишаючи поза увагою психологічні особливості кожної людини, умови та середовище її

життєдіяльності. До того сформованість психологічної статі виступає невід'ємною рисою гармонійного розвитку особистості. У зв'язку з цим у сучасних психолого-педагогічних дослідженнях дедалі частіше робляться спроби розглянути особистісний розвиток у нерозривній єдності з формуванням людини певної статі, що визначає зміст поведінки індивіда як чоловіка або жінки, хлопчика або дівчинки.

Аналіз психолого-педагогічних джерел засвідчив доволі активний інтерес вчених і практиків до проблем онтогенезу психологічної статі (Г. Варга, В. Васютинський, І. Кон, А. Палій, Т. Репіна, Ю. Савченко й ін.); особливостей прояву психологічної статі (А. Белкін, Т. Говорун, Д. Ісаєв, В. Каган й ін.); впливу досліджуваного явища на розвиток особистості та індивідуальності дитини (Л. Арутюнова, Д. Колесов, О. Кононко, В. Кузьменко, С. Кулачківська, Н. Сельверова й ін.).

Такий стан досліджуваної проблеми обумовлений підвищенням уваги суспільства до людини як унікального, неповторного, цілісного явища, визначенням пріоритетного напрямку її вивчення – суб'єктивної реальності, індивідуальності. Крім того, процес становлення психологічної статі позначається на психічному здоров'ї особистості, єдності її емоційних, когнітивних та поведінкових проявів.

Як відомо, становлення психологічної статі як інтегрального утворення особистості відбувається у процесі гармонійного поєднання її статевих уявлень, статевої ідентичності та статево-рольової поведінки, які закладаються в дошкільному віці й є значущими на всіх наступних етапах її онтогенезу. Попри важливість дослідження проблеми становлення психологічної статі дитини, недостатньо розробленими залишаються питання специфіки розвитку психологічної статі дошкільника, а також особливостей її становлення у системі батьківсько-дитячих стосунків.

## **2. Психологічна характеристика взаємодії дитини з батьками**

У дослідженні процесу становлення психологічної статі старшого дошкільника слід враховувати, що успішність цього процесу залежить від характеру емоційних стосунків хлопчиків і дівчаток з матір'ю і батьком, компетентності й престижу батьків тієї самої статі, що й дитина, а також від характеру статево-рольової взаємодії у системі батьківсько-дитячих стосунків. Важливе значення для розвитку

статевої самосвідомості дошкільників має їх взаємодія з батьками, котрі навчають дітей співіснувати відповідно до загальноприйнятих суспільних стереотипів.

Через спілкування дорослих з дітьми відбувається виховання як цілеспрямований розвиток дитячої особистості. Одним із важливих завдань цього є налагодження добрих інтерперсональних відносин з особами своєї і протилежної статі.

Неодмінними умовами контакту дитини і дорослого виступають постійність спілкування з одними і тими самими людьми та тривалість цих взаємин у сім'ї.

В наш час багато досліджень присвячено вивченню різних аспектів впливу сімейних стосунків на особистісний розвиток дитини. Загальноновизнаним є факт унікальності внеску сім'ї в емоційно-моральний розвиток особистості.

У зв'язку з цим особливо актуальними стають положення про становлення психологічної статі дитини у процесі батьківсько-дитячої взаємодії. Слід також враховувати, що ефективність процесу становлення статевої ідентифікації детермінується, як зазначалося, відповідною взаємодією батьків з дітьми, яка спрямовує розуміння хлопчиками і дівчатками суспільних статевих стереотипів; активним наслідуванням дітьми статево-рольової поведінки, що відбувається під час засвоєння ними психологічних рис своєї статі і проявляється у зовнішніх формах поведінки дошкільників. Тим часом система сімейних стосунків по-різному розглядається в сучасній психологічній літературі. Один із провідних підходів до їх вивчення полягає у ролі батьківсько-дитячих стосунків, прабатьківської сім'ї, братів і сестер, чисельного складу сім'ї у формуванні психологічної статі дитини. Стиль батьківського спілкування репродуктивний, багато в чому він задається сімейними традиціями, що дає підстави говорити про безумовний вплив батьків; загальноновизнано, що матері відтворюють стиль виховання, властивий їх власному дитинству, часто повторюючи стиль своєї матері.

Багато вчених наголошують на ролі братів і сестер у становленні психологічної статі дитини. На думку дослідників, брат суттєво впливає на ідентифікацію хлопчика завдяки сумарному збільшенню в сім'ї осіб тієї самої статі. У дівчаток наявність сестри не позначається на ідентифікації подібним чином – можливо, через більшу вираженість

ідентифікації з матір'ю. Разом з тим дівчатка більш чутливі, порівняно з хлопчиками, до конфліктних стосунків між батьками. За наявності останніх дівчатка рідше ідентифікують себе з матір'ю [1; 4].

Слід також вказати на значення чисельного складу сім'ї у становленні психологічної статі дитини. На формування особистості дитини та її статі – у разі збільшення чисельного складу сім'ї завдяки сіблінгам – впливатимуть ті самі групові процеси, що й у дитячій ігровій групі: прискорюються вироблення комунікативних навичок, розвиток емпатії тощо.

Охарактеризовані вище особливості сімейного впливу відображають об'єктивні детермінанти особливостей формування особистості дитини. Однак головний інтерес викликають – з точки зору практичних завдань психологічної допомоги сім'ї – батьківське ставлення і його вплив на процеси становлення психологічної статі у дітей. Батьківське ставлення – означає виховний процес у сім'ї: це синонім таких термінів, як батьківське виховання, батьківські відносини, тип виховання.

Отже, батьківсько-дитячі стосунки становлять найважливішу підсистему сімейного виховання і розглядаються як пролонговані, довготривалі відносини дитини і батьків, опосередковані їх психологічними особливостями. На відміну від інших різновидів міжособистісних відносин дитячо-батьківські стосунки відзначаються високим рівнем їх значущості для обох сторін.

Розглядаючи батьківсько-дитячі стосунки як пріоритетну детермінанту психічного розвитку і процесу соціалізації дошкільників, подамо основні психологічні характеристики взаємодії дитини з батьками:

- характер емоційного зв'язку (з боку батьків – це емоційне прийняття дитини, тобто батьківська любов, з боку дитини – емоційне ставлення до батьків, дитина відчуває прихильність до батьків);
- наявність стійких мотивів у сімейному вихованні;
- включеність батьків у процес піклування про дитину;
- забезпечення автономії дитини під час розв'язання проблемних та конфліктних ситуацій;
- соціальний контроль (додержання прав, обов'язків, вимог, заборон; а також визначення їх змісту, кількості, способів контролю, санкцій (заохочення і підкріплення), батьківський моніторинг);
- стійкість і послідовність (чи суперечливість) сімейного виховання.

Перелічені психологічні характеристики взаємодії дитини з батьками справляють вплив на інтегровані показники дитячо-батьківських стосунків:

- батьківську позицію, яка визначає характер емоційного прийняття дитини, мотиви та цінності виховання, наявний образ дитини й усвідомлення самого себе як батька, модель батьківської рольової поведінки;

- тип сімейного виховання, яким задаються параметри емоційних стосунків, стиль спілкування та взаємодії, ступінь задоволення потреб дитини, особливості батьківського контролю та послідовність його реалізації;

- образ батьків як вихователів і образ системи сімейного виховання у дитини, що визначає мету досягнення узгодженості й співпраці у розв'язанні завдань спільної діяльності і забезпечує потрібні для гармонійного розвитку дитини умови.

Таким чином, роль і вплив батьків на становлення психологічної статі змінюються під впливом зміни виховної парадигми. Ця зміна відбувається у процесі переходу від суб'єкт-об'єктної до суб'єкт-суб'єктної взаємодії між батьками і дитиною. Такі стосунки характеризуються проявом гуманістичного настановлення у сімейному вихованні, що сприяє розвитку суб'єктної взаємодії у сім'ї і встановленню статусу дитини як рівноправного учасника батьківсько-дитячих стосунків.

Для більш повної характеристики психологічної статі проаналізуємо процес її зародження. На думку багатьох дослідників, розвиток дитини до двох-трьох років – це період раннього природного симбіозу між нею і матір'ю, період первинної статевої ідентифікації для дітей обох статей. Це приводить до того, що згодом перед хлопчиками постає проблема переключення з ідентифікації з матір'ю на опанування чоловічої ролі. Цей процес може ускладнюватись через певну незрозумілість моделі батька за таких умов: батько менше часу проводить з дітьми, ніж мати; мати намагається утримати симбіотичні стосунки з дитиною за межами природного симбіозу.

У своїх дослідженнях дослідники стверджують, що у дитини до п'яти років виражена потреба в емоційному контакті та любові з батьком протилежної статі. Любов і симпатія поширюються не тільки на батьків, а й на інших представників тієї самої статі, включаючи одно-



літків. Ставлення до дітей неоднакової статі є різним, але здебільшого неусвідомлюваним [3].

Зазначимо, що відмінності у статевій соціалізації хлопчиків і дівчаток тривалий час вивчалися без врахування тих впливів, які здійснює кожен з батьків. На сучасному етапі думки більшості дослідників досить одноставні: домінуючим чинником у процесі виховання є особистість батьків. Дослідження материнської депривації та неблагополучних сімей дали змогу визначити пріоритетний вплив матері на розвиток психіки дитини. Роль матері не зводиться лише до функцій первинної соціалізації, сенсорної стимуляції та емоційної підтримки дитини. Наголошується на особливо значущому внеску матері у навчання дитини мові і спілкуванню; в озброєння дошкільника етичними нормами соціальної поведінки як проєкції власного життєвого досвіду.

На думку Т. Репіної, еталон матері та уявлення про жінку відіграють значну роль у подальшому виборі чоловіком дружини та його стосунках з нею: можливо, такий процес відбувається завдяки особливій значущості матері для хлопчика. В дослідженнях ученого йдеться також про те, що батько здійснює більш слабкий вплив на формування еталонів майбутнього чоловіка у доньки, хоча з приводу цього питання існують й інші погляди. У багатьох працях підкреслюється важливість «перехресного» впливу батьків на дітей: батька на доньку, а матері на сина. Крім того, тривалий час вважалося, що батько – на відміну від матері – не впливає на статеву соціалізацію дітей. Але останнім часом вчені з'ясували значення образу батька для психічного розвитку хлопчиків. У разі відсутності такого образу дитині не вистачає того, в чому виявляються особливості чоловічої психіки, що призводить до зниження соціальної активності та появи інфантилізму [4].

Так, на відміну від дітей, які мали батька або втратили його у старшому дошкільному віці, у дітей 4-5 років відсутність батька впливала на порушення їх сексуально-рольової орієнтації, виникнення конфліктів з однолітками у спільних рольових іграх. У результаті дійшли висновку, що образ батька як у хлопчиків, так і у дівчаток сприяє формуванню більш адекватної «Я-концепції» дитини і спрямовує розв'язання завдань когнітивного характеру і міжособистісного спілкування. В останні роки з'явилася загроза зниження батьківського авторитету та загальної фемінізації сімейних стосунків. Учених також непокоїть

загальна фемінізація сімейного виховання, яка негативно впливає на гармонізацію особистісного розвитку дітей.

### **3. Вплив батька і матері на розвиток психологічної статі дитини**

Відомо, що для формування адекватних моделей материнської та батьківської поведінки в дошкільному віці особливе значення має досвід взаємин з обома батьками. Тому для повноцінного становлення дитячої особистості важливими є статево-рольові стосунки між чоловіком і жінкою, матір'ю і батьком, що їх наслідують діти. Результати досліджень впливу особистості батьків підтверджують думку про те, що їх стать відіграє певну роль у становленні психологічної статі дітей. Диференціація ставлення матерів щодо дітей різної статі бере свій початок у вроджених задатках і спрямовується їх соціальною поведінкою.

У своїх дослідженнях Т. Репіна вказує на наявність підвищеної активності вихователя щодо дитини своєї статі: жінки більш прихильні до дівчаток і підкріплюють їх поведінку «відповідно» до бажаної статевої ідентифікації. Дослідниця показала, що матері і батьки виконують різні функції у статево-рольовій соціалізації дітей: кожен з батьків у своїх стосунках з дітьми схильний більше зважати на особу своєї статі, ніж дотримуватися позиції дитини іншої статі. Тобто мати при спілкуванні з донькою орієнтується на її психологічні властивості, а батько намагається реагувати на поведінку доньки, схиляючись до позиційних аспектів [4].

Тим часом Д. Ісаєв відзначає, що розвиток у дитини статево-рольових стереотипів пов'язаний більше з соціалізуючим впливом батьків протилежної статі, ніж із впливом одного з батьків спільної статі. Тобто батько іншої статі більшою мірою підкріплює обумовлену культурою стереотипну поведінку дитини [2].

Останнім часом поширюється думка про те, що на рівні усвідомлення батьки не диференціюють своє ставлення до дітей відповідно до статі: більше того, батьки зазвичай змінюють типи ставлення до дітей, що призводить до «фемінізації» хлопчиків та «маскулінізації» дівчаток. Причиною цього, ймовірно, є те, що батьки не враховують психологічної специфіки статі дитини й опосередковано посилюють цю тенденцію, не розуміючи принципів емансипації. З другого боку, чітке настановлення на дотримання традиційних статево-рольових

відмінностей, які не відповідають зміненим умовам, може бути патогенним фактором, під впливом якого у людей виробляються однобічні та нереалістичні критерії маскулітності/фемінітності.

У численних дослідженнях психологів і педагогів наголошується на виховній значущості внутрішньосімейних стосунків, які складаються з двох сімейних підсистем – подружньої та батьківської. Як правило, стосунки у сім'ї визначаються характером подружніх стосунків. На жаль, наявних досліджень, де встановлюється характер спілкування подружжя та його вплив на становлення психологічної статі дітей, недостатньо для того, щоб розробити чітку типологію.

Особливо істотно позначається на становленні психологічної статі старших дошкільників виховний вплив: це діяння дорослого у спілкуванні з дітьми, яке змінює суб'єктивні характеристики дитини – потреби, настановлення, відносини, здібності, поведінку тощо.

Важливо додати, що батьківське ставлення найбільш вивчений напрямок дитячо-батьківських стосунків. У клінічній літературі подано достатньо широку феноменологію батьківського ставлення, а також показано наслідки формування індивідуальних особливостей дитини в межах нормальної або девіантної поведінки. Виокремлені типи батьківського виховання, як правило, характеризують несприятливі виховні впливи. Більш активно розробляється ця проблема у сфері клініко-психологічних досліджень.

Так, у зарубіжній та вітчизняній літературі виокремлено несприятливі чинники виховання, що спричиняють розвиток у дитини негативних особистісних якостей. Ці чинники розрізняються на підставі типу виховання та видів батьківського контролю. Серед патогенних типів виховання, які негативно впливають на процес становлення психологічної статі дитини, можна виокремити такі: низьку згуртованість і неузгодженість намірів і дій членів сім'ї з приводу виховання. На думку Д. Ісаєва і В. Кагана, для дитини власне «Я» – це похідне від сім'ї, тому важливі узгодженість і спільність думок батьків на процес виховання дитини, на прояви її статі, а також об'єктивне співвіднесення статевої ролі батьків та їх характерів. Крім того, спроби одного з батьків емоційно наблизити до себе дитину на шкоду стосункам з іншим можуть мати наслідком зменшення інтенсивності процесу ідентифікації, в тому числі статевої [2; 3].

Виховання за типом «відторгнення» – це неприйняття, ворожість, негативне ставлення до дитини, жорсткий контроль, регламентація її життя, нав'язування їй «правильного» типу поведінки. Дуже часто відторгнення супроводжується інфантилізацією та індивідуалізацією дитини. Жорсткий контроль з боку батьків здійснюється насамперед за допомогою системи покарань. Більшість батьків переконані у потребі прищеплювати дитині такі цінності, як повага до авторитету, працелюбство, необхідність збереження існуючого порядку.

Результатом ворожого ставлення до дитини можуть стати складнощі у соціальній адаптації, нерішучість у спілкуванні з однолітками, агресивність, схильність до суперечок, соціальна відсталість. Зазначений тип виховання характеризується підвищеною авторитарністю батьків внаслідок відторгнення дитини та частих покарань. На думку багатьох вчених, особливо негативним у стосунках батьків з дітьми є покарання, до того встановлено статево асиметрію щодо покарань дітей. Статеворольове виховання будується на приниженні неіснуючої стеворольової поведінки, причому заборони більш-менш і у більш жорсткій формі стосуються хлопчиків, ніж дівчаток. У системі цих настановлень «бути хлопчиком» означає небажання гратися у ляльки, займатися традиційно «жіночими» видами діяльності, але прагнення допомагати батьку, навіть долаючи для цього великі перепони. «Бути дівчинкою» означає можливість грати в усі ігри, які подобаються, допомагати не тільки у жіночій, а й у чоловічій праці.

Гіперсоціалізуюче виховання, або симбіотичний тип батьківського ставлення, означає концентрацію батьків на вихованні: вони приділяють дитині дуже багато часу, сил та уваги. Виділяють два основних типи гіперпротекції. При домінуючій (авторитарно-симбіотичній) гіперопіці поєднуються батьківська любов і обмеженість. Наслідками подібного виховання можуть стати такі якості особистості дитини, як покірність, залежність, мінімум агресії, максимальна поступливість, некреативність.

При гіперопіці (симбіотичній) батьки прагнуть до максимального задоволення потреб дитини, потурають усім її бажанням. Наслідком гіперпротекції стають складнощі в адаптації дитини в соціальному середовищі, поява таких характерологічних особливостей, як впертість, недовіра, хвороблива образливість та самолюбство.

Найчастіше схильність до симбіотичних стосунків властива матерям. Тенденцію до симбіотичних стосунків з боку батьків можна охарактеризувати у змістовому плані таким чином: батьки відчувають себе з дитиною неподільним цілим, намагаються задовольнити всі її потреби, позбавити від проблем та негараздів життя.

Батьки постійно хвилюються за дитину, оскільки вона здається їм маленькою та беззахисною. Тривога батьків зростає, коли дитина починає за певних обставин віддалятися від них, оскільки батьки в жодному разі не нададуть їй самостійності з власної волі.

Слід зазначити, що симбіотичні стосунки у діаді «мати – дитина» закономірні на етапі немовляти у ранньому віці. Але по закінченню кризи трьох років дитина має психологічно відокремитися від матері, інакше її психічний розвиток відбуватиметься неадекватно.

«Авторитарна гіперсоціалізація» – компонент, який відображає форму та зміст контролю за поведінкою дитини. У стосунках батьків з дитиною чітко простежується авторитаризм. Батьки вимагають від дитини підкорення та дисципліни, намагаючись нав'язати їй власну волю. За будь-який прояв свавілля дитину суворо карають. До того батьки слідкують за соціальними досягненнями дитини, її індивідуальними особливостями, звичками, думками, почуттями.

Наслідки авторитарної гіперсоціалізації є дуже несприятливими для психічного розвитку дитини.

Ставлення до дитини як до «маленького невдахи» відображає особливості сприймання та розуміння її батьками. Мають місце намагання батьків інфантилізувати дитину, зробити її індивідуально та соціально недієздатною. Батьки вважають дитину молодшою, ніж це є насправді. Інтереси, потяги, думки, почуття дитини здаються батькам занадто дитячими. Дитину розглядають як неспроможну активно засвоювати досвід і відкриту для негативних впливів. Батьки не довіряють власній дитині, скаржаться на її недовершеність. У зв'язку з цим батьки намагаються звільнити дитину від труднощів життя і суворо контролювати її дії. Вони обирають і пропонують дитині тільки таку діяльність, яка, на їх думку, буде найбільш корисною для неї.

В умовах подібних стосунків дитина живе з постійним відчуттям невідповідності запитам батьків і перебуває під тиском таких настанов: «Я поганий»; «Я неспроможний»; «Я не зможу, не зумію». Вона

робить все, аби оточуючі зрозуміли її нікчемність. У зв'язку з цим дослідники зазначають, що подібна ситуація дуже несприятлива для підростаючої людини – вона не може самореалізуватися в діяльності, оскільки запропонована їй діяльність не відповідає її особистісним смислам. Як наслідок ця діяльність не може сприяти розвитку саме цієї дитини, і вона сама намагатиметься знайти будь-який спосіб захисту. «Заглибитись у саму себе, стати апатичною, пасивною краще, ніж нічого не робити, тоді нічого не зіпсуєш. Або, навпаки, вона намагатиметься отримати визнання, привернути увагу, а оскільки з добрими справами у неї нічого не виходить, відкриється шлях до злих намірів та примх. А іноді невдаха теж намагається стати переможцем, а оскільки в реальних змаганнях він не переможе, то шукає інші шляхи, готовий на підкуп та махінації».

Психологи виокремлюють гіперпротекцію з боку батьків дитини. Цей тип неправильного виховання характеризується недостатньою опікою та контролем за поведінкою дитини, він може набувати «прихованих» або «потуральних» форм.

Дослідники виділяють також непослідовний тип сімейного виховання, коли батьки різко змінюють стиль, прийоми впливу; суперечливе виховання, коли члени сім'ї демонструють несумісні виховні підходи та вимоги. Ці типи виховання часто призводять до патогенних наслідків, зумовлених підвищеною стимуляцією можливостей дітей, частим використанням покарань, погроз, заборон. На думку Д. Ісаєва, В. Кагана, недооцінка маскулінності/фемінінності призводить до бажання стимулювати маскулінність хлопчиків у процесі створення надвимог, які є складними для дитини і знижують цінність та силу її «Я». Тим самим батьки сприяють процесу фемінізації хлопчика. Такий неадекватний підхід до виховання дитини дуже часто супроводжується розвитком у неї почуття меншовартості, пов'язаного зі статтю, деякою «схибленістю», почуттям провини за невміння бути іншим [2; 3].

Найбільш сприятливим типом сімейного виховання вважається «прийняття дитини і любов до неї», співпраця з дитиною, демократичний стиль батьківського виховання. У сім'ях, що послуговуються цим типом виховання, батьки здатні вчасно прийти на допомогу дитині, але не нав'язливі й вірять в успіх її самостійної діяльності; при цьому діти включені в обговорення сімейних проблем; батьки схвалюють неза-

лежну поведінку сина або доньки, приймають їх індивідуальність, враховують інтереси, схильності.

Такий тип виховання, на думку Д. Ісаєва і Н. Александрової, сприяє засвоєнню дитиною визначених вимог до тієї чи іншої статі. Вона ідентифікує себе з матір'ю або батьком. Разом з тим батьки у подібних сім'ях відзначаються локальним авторитаризмом: вимагають зовнішніх досягнень і здійснюють контроль лише у сфері досягнень [2; 3].

### **4. Батьківські позиції до розвитку психологічної статі дошкільника**

На підставі аналізу джерел нами визначено три основних чинники батьківської позиції, які сприяють розвитку психологічної статі дитини і проявляються у ставленні батьків до неї:

1) адекватність – чинник, найбільш близький до об'єктивної оцінки психічних та характерологічних особливостей власної дитини, що дає змогу побудувати виховання, спираючись на цю оцінку;

2) динамічність – здатність змінювати методи і форми спілкування і впливу на дитину відповідно до зміни ситуацій та умов життя у сім'ї;

3) прогностичність – спрямованість виховних вимог у майбутнє, орієнтація на ті вимоги, які ставитиме перед дитиною її подальше життя [4].

Адекватність батьківського ставлення пов'язана з такими феноменами, як приписування дитині батьками тих чи інших якостей – ступінь створення цих якостей, викривлене сприймання образу дитини. Батьки досить часто недиференціюють своє ставлення до дітей згідно зі статтю: більше того, вони змінюють типи ставлення до дітей, що призводить до фемінізації хлопчиків і маскулінізації дівчаток.

Іноді незадоволення батьків щодо реальної статі дитини може призводити до нав'язування їй стереотипів і мотивацій поведінки іншої статі. Непоодинокими є випадки, коли відторгнення реальної статі або надмірні вимоги до дитини – найчастіше до її мужності – не викликали статево-рольових порушень, але задовольнялися через негативні прояви поведінки.

Дані психологічних досліджень свідчать про наявність такої актуальної проблеми, як фемінізація хлопчиків. Це пов'язано насамперед з тим, що хлопчики знаходяться під сильним жіночим впливом у сім'ї та школі і в результаті наслідують жіночі зразки поведінки.

Дослідження показали: батьки, котрі бажають мати дівчинку, несвідомо переносять на хлопчика весь комплекс розвинених у них до його народження почуттів, пов'язаних з вихованням дівчинки, або ж батьки, котрі хотіли мати тільки хлопчика, ставлять йому дуже жорсткі вимоги, часто доводячи дитину до неврозу, а потім змінюють полярні настановлення. Найсуттєвіший чинник розвитку у хлопчиків не властивої їх статі поведінки – недостатня увага і відсутність реальних чоловічих зразків поведінки.

Це зумовлює актуальність проблеми батька як вихователя: адже, на думку вчених, у сучасному місті традиційні риси батька помітно слабшають під впливом таких явищ, як жіноче рівноправ'я, тісний сімейний побут, відсутність жорсткого поділу праці. Все це породжує певні соціально-психологічні проблеми та скарги на зниження батьківського авторитету, загальну фемінізацію сімейних стосунків. Недостатність батьківського впливу, своєрідна чоловіча депривація несприятливо позначаються на відносинах у батьківській сім'ї – як у сфері батьківських стосунків, так і у сфері виховання. Ускладнює відносини і надмірність материнського та жіночого впливу у прабатьківських сім'ях.

Ефективність адекватного батьківського ставлення залежить від яскравості та послідовності батьківських уявлень про типи поведінки дітей різної статі. Чим менш зрозуміліший батькам образ соціально-статеві поведінки дитини, тим складніше їй пристосовуватися, тим більше у неї шансів зірватися при неможливості задовольнити соціальні очікування оточуючих або у разі появи почуття «недостатності».

Крім того, становлення психологічної статі дитини починається з опанування нею зразків поведінки батьків, їх стосунків та переваг; сприйняття і засвоєння дитиною статевих ролей залежить від того, чи демонструють їх батьки. Наприклад, іноді у сім'ї складається патогенна ситуація (причому значення її для хлопчиків та дівчаток неоднакове), коли батько перейнятий почуттям тривоги, надмірно ніжний, всепрощаючий і енергійна, вимоглива, надпринципова мати, втомлена побутом. Досить часто відсутність зрозумілих стереотипів маскуліності/фемініності відображається у вадах або надмірній емоційності тактильного контакту щодо дітей (якісна неадекватність статі дитини і вихователя).

Динамічність батьківського ставлення означає ступінь її рухливості як у сприйманні дитини, так і у взаємодії з нею.



На думку В. Кагана, суворе ставлення батьків до наслідування традиційних статево-рольових відмінностей у дітей, які не відповідають новим соціальним умовам, може стати патогенним чинником, зумовлюючи появу у людей однобоких та нереалістичних критеріїв маскулінності/фемінінності.

Третьою властивістю конструктивного батьківського ставлення є прогностичність, що означає здатність батьків до екстраполяції, передбачення перспектив подальшого розвитку дитини і їх спроможність встановити з нею взаємодію з урахуванням цього передбачення.

На думку ряду вчених, головним у статевому вихованні слід вважати опанування дітьми загальноприйнятих соціальних ролей. Ще до того, як діти усвідомлять свою статево належність, батьки – через наочний приклад, інструкції, відповідні ситуації – мають створити образ хлопчика або дівчинки. Вони повинні забезпечити умови для становлення статевої ролі дитини шляхом відмінностей в одязі, називання якостей відповідно до статі, підбору ігор та іграшок, вироблення певних навичок [1; 3].

У свою чергу, ті вчені, котрі розглядають проблематику становлення психологічної статі з точки зору підготовки дитини до майбутнього життя, радять батькам правильно оцінювати і прогнозувати тенденцію розвитку статево соціальних ролей. Вчені зазначають, що статево поділ праці перестає бути суворим у наш час, коли кількість суто чоловічих або жіночих занять різко зменшилась, спільне навчання та трудова діяльність сприяють нівелюванню традиційних відмінностей у нормах поведінки, руйнуються традиційні культурні стереотипи, спостерігається неконкретність та суперечливість ідеалів маскулінності/фемінінності.

Відповідно до стилів і властивостей сімейного виховання і їх впливу на становлення психологічної статі дитини старшого дошкільного віку визначено сприятливі умови для розвитку особистості дитини.

Перша умова – це впевненість дитини у батьківській любові. Першим та головним завданням батьків є створення у дитини впевненості в тому, що її люблять і про неї дбають. Ніколи, в жодному разі у дитини не має виникнути сумнів у батьківській любові. Адже тільки за умови впевненості дитини у батьківській любові і можливе правильне формування психологічного світу, лише на основі любові можна виховати моральну поведінку і тільки любов здатна навчити любові.

Друга умова – діалогічне спілкування. Дитина навіть у найбільш ранньому віці має стати не об'єктом виховних впливів, а союзником у загальному сімейному житті, у відомому сенсі його будівничим і творцем. Основними характеристиками діалогічного спілкування виступають емоційна та особистісна відкритість партнерів зі спілкування, психологічна налаштованість на сприймання актуального стану один одного, безоцінність, довірливість та щирість у вираженні почуттів та станів. Таке спілкування характеризується рівністю психологічних позицій учасників, активністю сторін, коли не тільки виникають впливи, а й вони самі однаковою мірою впливають на іншого, взаємним проникненням партнерів у світ почуттів і переживань. На думку Д. Ісаєва і В. Кагана, вироблення настановлень на маскуліність/фемінінність може бути успішним не тоді, коли дорослий (активний суб'єкт) «ліпить» з дитини (пасивного суб'єкта) хлопчика або дівчинку і, зрозуміло, не тоді, коли дорослий просто викликає відповідну реакцію у дитини, а саме тоді, коли маскуліність/фемінінність дорослого і дитини взаємодіють і обумовлюють одне одного. Отже, у підґрунті процесу становлення психологічної статі лежить не стільки ідентифікація дитини з батьками, скільки їх активна взаємодія [2; 3].

Третя умова – прийняття права дитини на притаманну їй індивідуальність, неподібність до інших, у тому числі неподібність до батьків. На нашу думку, це твердження треба розглядати в аспекті розуміння статевої належності особистості як важливого чинника індивідуальності. Проблема підготовленості підростаючого покоління до виконання соціальних ролей в майбутній сім'ї – ролей чоловіка і жінки, батька і матері – може бути успішно вирішена, як стверджують Л. Арутюнова і Т. Рєпіна, тільки у диференційованому підході до виховання хлопчиків і дівчаток. Диференційований підхід передбачає знання про статеві психологічні відмінності. Експериментальні дані у зарубіжній психології щодо цього численні, але дуже суперечливі [4].

На думку Д. Ісаєва, у вихованні хлопчиків і дівчаток насамперед потрібно враховувати природні схильності, не заважати їх саморозвитку. Наприклад, у дівчаток засвоєння і формування відповідних якостей буде успішнішим, якщо їм створюватимуть сприятливі умови з урахуванням потреби у більш високому ступені тренування та навчання [2].

Заглядаючи у далеке майбутнє, американські та західноєвропейські психологи зазначають, що чоловічі та жіночі соціальні ролі будуть однаковими. Ряд вчених ставить питання про цілеспрямований вплив на статеву культуру з метою поліпшення відповідності вимог новим історичним умовам.

### 5. Висновки

Таким чином, батьківсько-дитячі стосунки утворюють важливу підсистему стосунків у сім'ї, що є цілісною системою, і можуть розглядатися як безперервні, тривалі та опосередковані віковими особливостями дитини і батьків стосунки. Роль образу батьків і дитини у батьківсько-дитячих стосунках полягає в орієнтуванні у цій системі стосунків з метою досягнення узгодженості та співпраці у розв'язанні завдань спільної діяльності і забезпечення необхідних умов гармонійного розвитку дитини.

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**COGNITION OF THE PERINATAL SYMBOLISM  
THROUGH VISUALISED REPRESENTATION  
OF A PROSPECTIVE PSYCHOLOGIST**

**ПІЗНАННЯ ПЕРИНАТАЛЬНОЇ СИМВОЛІКИ  
ШЛЯХОМ АНАЛІЗУ ВІЗУАЛІЗОВАНОЇ РЕПРЕЗЕНТАЦІЇ  
МАЙБУТНЬОГО ПСИХОЛОГА**

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**Abstract.** The article is devoted to the research into the vital theoretical and methodological issues pertaining to seeking ways of depth cognition of the psychological meaning of perinatal symbolism, which can be objectified through the means of representation by prospective psychologists during the group psycho-correction sessions of Active Socio-Psychological Cognition (ASPC). The study has been conducted in accordance with the psychodynamic paradigm, which in its turn synthesises psychoanalytic, phenomenological, humanistic and other approaches to the cognition of an individual's psyche. The elucidation of the quantitative data confirms that the diagnostic and correction process in ASPC groups opens the opportunity for self-development to an individual, makes it possible to recognise the psyche's semantic features provoking conflicts, with special attention drawn to those generated by the fixations of the perinatal period. Subsequently, it becomes attainable to reconstruct the corresponding energy towards the progressive vector. The article draws attention to the fact of the involuntary activity of perinatal factors "begging to the surface", rising above the story-themed meanings of reproductions intended by the authors. That is, the perinatal symbolism is archetypal by its nature, which, a priori, places an intentionally emotive orientation (energy boost) with the cognitive subordination.

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The perinatal problems of an individual manifest themselves in contradictory tendencies: those striving objectification and, at the same time, those driving to a mystery creation, that signify the presence of the oedipal component, the cognition of which requires psychoanalysis conducted through a multi-level gradually progressive process of diagnostics combined with correction. The paper has shown the experimental significance of visualised representation of the psyche of prospective psychologists through the cognition of perinatal symbolism. It is catalysed by the trace effects of the psyche and childhood fixations of the pre-linguistic period of development that destroy the personality's prerequisites for a psychologist's professional development; influence of perinatal trace fixations on life and personal parameters of professional growth of a practical psychologist. The article argues that the perinatal period plays a significant role in the emergence of the destruction of the individual's behaviour that is extremely undesirable for a prospective psychologist, whose professional responsibilities include an adequate reflection of the "here and now" situation, which determines the effectiveness of the interaction with another person. During the ASPC sessions, prospective psychologists are equipped with the tools for personal growth, prospects for self-development. Moreover, they become aware of the psyche not merely in theory, but also in practice, through their own reflexive experiences of deep introspection revealing the possibilities for a personal and professional renewal.

### 1. Вступ

Статтю присвячено висвітленню важливої теоретико-методологічної проблеми – пошуку шляхів глибинного пізнання психологічного змісту перинатальної символіки, опредметненої у засобах репрезентації майбутніх психологів. Феномен перинатальної символіки, візуалізованої майбутнім психологом, розглядається як важливий інструмент дослідження його особистісних проблем. Процес репрезентації особистістю візуалізованими засобами є достовірною одиницею наукового аналізу психіки, як такої, що «себе-в-самій-собі ілюструє» шляхом опредметнення ідеальних реальностей. Візуалізація розуміється як кінцевий підсумок, результат внутрішньої процесуальності, опредметнено представленої завдяки перекодуванню смислових параметрів глибинних чинників («візуальних кодів»). Мета даної наукової роботи

полягає у розкритті значення візуалізованої репрезентації у пізнанні глибинних чинників перинатального періоду розвитку суб'єкта. Стаття виконана у психодинамічній парадигмі, що синтезує психоаналітичний, феноменологічний, гуманістичний та інші підходи до пізнання психіки. У основу концепції дослідження покладено психодинамічну парадигму, розроблену академіком НАПН України Т. Яценко, що базується на: розумінні цілісності психіки в її свідомих і несвідомих виявах; суперечливій сутності психічного, породжуваної базальним конфліктом «життя–смерть»; спонтанній активності суб'єкта; контекстності та опосередкованості глибинного пізнання психіки.

## **2. Представленість поняття «репрезентація» у філософії**

Тема статті потребує розгляду поняття «репрезентація», яке є між-дисциплінарним та торкається різноманітних сфер наукового знання, зокрема: філософії та психології. Репрезентація у філософському розумінні полягає у представленні одного за допомогою іншого та є функцією знаку (створює знак і з'являється як знаковий феномен). Також це поняття співвідноситься зі значенням «відображення», або образного представлення.

Вивчення форм репрезентації представлені у феноменології Е. Гуссерля, зокрема у роботі «Ідеї до чистої феноменології та феноменологічної філософії» (1900), де він розмежовує репрезентацію – «представництва» на те, що споглядається одинично і загально понятійно. У другому випадку, як зауважує Е. Гуссерль, репрезентація відсутня. Філософ наголошував на помилковості твердження про те, що репрезентація – це лише психологічна функція і вказував, що репрезентативна функція виявляє свою своєрідність феноменально. Е. Гуссерль відмічає важливі для розуміння природи репрезентації положення – диференціацію типології «представництва» та відмінність знака, як посередника і знаку у його семіотичній функції. Дж. Берклі аналізуючи аспекти репрезентації, поєднує знак, як репрезентант для кожного одиничного, що входить в поняття смислу і знаку, що має значення.

Теорія репрезентації, як невід'ємної складової теорії пізнання належить Е. Кассінеру, який розглядав її не лише як операцію пізнання, але і як фундаментальне поняття філософії символічних форм. Він відмічає, що центральне систематичне значення, це поняття набуває

у Платона, а пізніше у філософії Г. Лейбніца та Хр. Вольфа, де репрезентації надається особливе значення як єдиної діяльнісної основи сили, проявами якої є різні здібності душі. Е. Кассіер визначав репрезентацію як – представлення одного елемента свідомості в іншому і за допомогою іншого, коли думка не прямолінійно застосовується до дійсності, пропонуючи систему знаків і використовує «представників предметів. Розробляючи теорію пізнання, у контексті філософії символічних форм, Е. Кассіер виявив зміст операції репрезентації – вихід за межі досвіду у трансцендентальну сферу знання, що визначається суспільством та культурою.

Концепція репрезентації філософа М. Вартофського, визначає її як особливі артефакти, що створюються з метою збереження і передачі навичок та умінь у виробництві і використанні «первинних» артефактів (знарядь праці, форм соціальної організації). Такі репрезентації включають жести, мову, музику. М. Вартофський пише, що репрезентація з'являється як специфічно людський спосіб пізнання. Без неї немає людського знання. У книзі «Репрезентація і наукове розуміння» (1963) автор відмічає, що важливо розрізнити зовнішню репрезентацію, вираження деякого змісту в зовнішній формі, яка є передумовою для так званої внутрішньої репрезентації, тобто діяльності рефлексії (мислення, уява), що є розвитком здатності людського пізнання.

У філософії Н. Гудмена проблема репрезентації пов'язана з дослідженням «вербальних» (чи «лінгвістичних») або «невербальних» форм. Виступаючи проти розділення репрезентації на «дане» і «конвенціональне» філософ визначав будь-яку репрезентацію як символ, розробивши загальну теорію символів.

### 3. Поняття «репрезентація» у психології

В психології термін «репрезентація» використовується у віковій психології (і означає символічне відображення того, як суб'єкт відчуває і презентує себе з позиції власного гендеру); у психодіагностиці існує поняття – репрезентативна система (за допомогою якої людина отримує інформацію з навколишнього світу, в ньому орієнтується, відображає своє відношення до всього, що відбувається в думках, почуттях, вчинках). В розділі психології, присвяченому фізичному і когнітивному розвитку у ранньому дитинстві зазначається, що основ-

ною характерною рисою дворічних дітей (на відміну від немовлят) є символічна репрезентація – використання дій, образів, слів для представлення власних переживань чи подій. Виділяється декілька аспектів символічної репрезентації: здатність використати числа для представлення кількості об'єктів у впорядкованому ряді; набуття навичок образотворчої діяльності. З'являючись приблизно в два роки, репрезентація розвивається далі (дитина в чотири роки краще користується символами). Когнітивна психологія, початковим етапом утворення репрезентації, визначає перцептивну інформацію. Такі психічні явища, як відчуття, думки, почуття, переживання, уявні образи не можуть спостерігатися іншими людьми безпосередньо. Тому, репрезентація має особистісний характер (персоніфікований).

Репрезентація у психоаналізі описана З. Фрейдом, який вказував на те, що репрезентація, первинно є кінестетичною, відноситься до емоційно-чуттєвої сфери, але при цьому вона обов'язково повинна «взаємодіяти» із зоровою, а потім – із вербальною репрезентаційними системами (щоб «описати цю подію», «висловити афект»). При цьому пережита подія позначалася словесно та отримувала вербальне вираження. Фактично, З. Фрейд розрізняє в психічній репрезентації два елементи – представлення і афект, і вказує на їх відмінність: лише перший елемент (представлення як репрезентатор) може без будь-яких змін увійти до системи несвідомого.

У наукових роботах Л. Хатчеон зазначає, що дослідження репрезентації стає не аналізом мнемічного відображення або суб'єктивної проєкції, але вивченням того, яким чином наративи і образи структурують наше бачення самих себе і наших уявлень про себе, в сьогоденні і майбутньому.

Дж. Хол вказує, що репрезентація – це використання мови для створення усвідомленого висловлювання, невід'ємна частина процесу обміну значеннями між представниками культури. Дослідник пише: «Вона включає використання мови, знаків і візуальних образів, які заміщують собою, або репрезентують, речі» [6, с. 48]. Об'єкти репрезентації не мають сенсу автоматом, вони виникають у процесі інтерпретації і комунікації, кодування і декодування текстів та залежить від культурного контексту. Вчений виділяє дві системи репрезентації:

1. «Ментальні репрезентації», тобто система понять про явища та різні способи їх групування, систематизації і співвідношення між



собою. Вона складає своєрідну «концептуальну карту», що дозволяє людині інтерпретувати світ, що її оточує. У рамках однієї культури індивідуальні карти подібні, що дозволяє її представникам вибудовувати схожі уявлення про навколишню дійсність.

2. Мову, тобто систему знаків, за допомогою якої ментальні репрезентації можуть бути виражені і включені в процес обміну між людьми. Таким чином, репрезентація – це процес створення значень у мові. Суть цього процесу полягає у взаємодії трьох складових: «речей», тобто об'єктів і процесів зовнішнього світу, понять, в яких зафіксовані уявлення про ці «речі», і мови, тобто знаків, в яких ці представлення виражаються.

#### 4. Теоретичний аналіз поняття візуальності

Звернімося до поняття «візуальний» (від лат. *visualis* – зоровий), що у словниках має наступні означення: «метод представлення інформації у вигляді оптичного зображення (наприклад, у вигляді малюнків, фотографій, графіків, діаграм, структурних схем, таблиць, карт тощо)» [3, с. 47]; «це передача на пристрої відображення (дисплеї, графопобудовувачі тощо) об'єктів у реальних або умовних зорових образах. Прикладом реального образу може бути фотокартка, а умовного – діаграма; «виведення даних з метою забезпечення максимальної зручності розуміння їх користувачем, наприклад, результатів оброблення наукового експерименту (*scientific visualization*)» [2, с. 36]; «подання фізичного явища або процесу в формі, яка є зручною для сприйняття» [4, с. 281].

Першим звернув увагу на зростаючу роль візуального у сучасному світі та відмітив вплив способів відтворення візуальних об'єктів на культуру суспільства, був німецький філософ В. Беньямін. У роботах дослідників Ф. Бартлетта та М. Мінського, феномен візуалізації тлумачать як винесення в процесі пізнавальної діяльності зі внутрішнього плану в зовнішній план мислеобразів, форма яких стихійно визначається механізмом асоціативної проекції. З вищезазначеним твердженням солідаризується А. Вербицький, який вважає процес візуалізації – це згортання розумового змісту в наочний образ; будучи сприйнятим, образ може бути розгорнутий і служити опорою адекватних розумових і практичних дій. Іншої думки О. Макарова, яка наголошує, що візуалізація – це спосіб фіксації і трансляції інформації, який не тільки доповнює, але й слугує альтернативою вербально-письмової комунікації.

У сучасній науці поняттю «візуалізація» надають наступні визначення: представлення чого-небудь фізичного – процесу, явища і т. п. – у формі, зручній для спостереження; методика спрямованого виклику образу.

Таким чином, феномен візуалізації розуміється, в першому випадку, як кінцевий підсумок деякої (тобто результат) процесуальності, представлений за допомогою візуальних кодів. У даному випадку візуалізація дозволяє відобразити розвиток дії, спостереження за якою в звичайних умовах ускладнене, або неможливе. Наприклад, відомий випадок, коли наприкінці ХІХ століття англійський фізик Дж. Томсон демонстрував колегам і учням кекс, щоб пояснити власну теорію будови атомного ядра. Тому науковий потенціал візуалізації був оцінений саме в технічних і природничих науках, коли в лабораторних умовах проводилася реконструкція процесів і явищ, які зустрічаються виключно у природі.

У другому випадку під візуалізацією розуміють процедуру, під час якої використовується спеціалізований апарат (кіно-, фотокамера, лазер та ін.) і набір прийомів (композиція, монтаж тощо). Мотив вибору тієї або іншої методики для представлення образу обумовлений технічним інструментарієм, який існує в конкретно-історичному проміжку часу, так само як і ідейним задумом автора.

Аналіз літератури дозволяє виділити декілька базових підходів до аналізу візуальності: психоаналітичний, соціально-критичний, деконструкціоністський, герменевтичний, семіотичний, структуралістський, дискурсивний.

Зупинимось коротко на вищевказаних підходах. Психоаналітична методологія у дослідженнях візуального, спочатку застосовувалась серед мистецтвознавців. Головним чином їх цікавило відображення особистісних травм, комплексів і пригнічених бажань авторів у їх творах. Зокрема, родоначальник психоаналізу З. Фрейд захоплювався аналізом витворів мистецтва, зокрема живопису і скульптури. Присвячені цьому питанню стали дослідження особистості Леонардо да Вінчі і статуї Мікеланжело «Мойсей». З. Фрейд пов'язував процес створення витворів мистецтва з фантазією і міфотворчістю, через які відбувається сублимація несвідомих прагнень, бажань. Він вважав, що в процесі творчості людина допомагає своїм природним потягам ужитися з «реальністю», витісняючи соціально неприйнятні імпульси.

Важливий внесок психоаналізу в дослідження візуального полягає в уявленні про те, що несвідоме представлене у свідомості за допомогою образів. Одночасно психіка здатна сприймати образи ззовні і реагувати на них. Не даремно В. Беньямін вважав, що фото- і відеокамера відкривають нам область візуально-несвідомого, подібно до того як психоаналіз – інстинктивно-несвідомого.

Дослідники візуальних образів проєктують методологію і терміни психоаналізу на об'єкти, що вивчаються, щоб розкрити певні феномени. Зокрема звертаються до використання метафор, які поєднують досліджувані образи з психоаналітичним інструментарієм. Мова кіно, як і мова сновидінь, наповнена образами, що володіють прихованими значеннями. К. Корбут відмічає, що деякі авангардні фільми зважаючи на відсутність чіткої сюжетної лінії і хаотичного відеоряду стають доступні розумінню, тільки якщо їх розглядати як сновидіння, з точки зору концептів згущення, зміщення, символізації, драматизації тощо.

Візуальна репрезентація об'єктивується за допомогою: самопрезентації, малюнків (психомалюнків), неавторських малюнків (репродукції художніх полотен), проєктивних методів, сновидінь, казок, у рекламній продукції, фільмах, архітектурних творах, предметних моделях, візуально-уявній репрезентації (проєктивні методики, катитимні переживання образів, кокологія).

### 5. Основні підходи дослідження самопрезентації

Представимо основні підходи до визначення поняття «самопрезентація»: «самопрезентація – це цілеспрямована діяльність по контролю за враженням», що справляється на інших [2, с. 398]; «це діяльність, яка відображає трансакцію між «Я» і аудиторією в особливому соціальному контексті і утворена комбінацією особистісних і ситуативних чинників» [3, с. 248]; «це процес формування ідентичності, яку одна людина презентує іншим людям, через зовнішні прояви» [4, с. 321]; «короткочасний, специфічно мотивований і організований процес пред'явлення інформації про себе у вербальній і невербальній поведінці» [5, с. 280]; «процес регуляції враження, що справляється суб'єктом, з урахуванням специфіки соціальної ситуації, і (чи) вираженням системи уявлень про самого себе» [1, с. 56].

Для подальшого розгляду феномену самопрезентації звернімося до невід'ємного поняття «проекція». Термін «проектні» був уперше використаний Л. Франком в 1939 р. для об'єднання вже відомих на той час методичних прийомів (таких, як асоціативний тест К. Юнга, тест Роршаха та ін.). Як відомо, спочатку ці методики створювалися для клінічних цілей і у своїх класичних варіантах використовувалися головним чином в клініці неврозів. Словник дає наступне визначення: (лат. *proiectio* – викидання вперед) – сукупність методик, спрямованих на дослідження особистості і розроблених у рамках проектного діагностичного підходу [2, с. 217].

Проектні методи діагностики характеризуються такими особливостями: проектними інструментами є методики замаскованого тестування, коли обстежуваний не підозрює про тип психологічної інтерпретації, яка буде дана його відповідям; проектні методики характеризуються глобальним підходом до оцінки суб'єкта, увага фокусується на картині особи в цілому, а не на дослідженні окремих його рис; проектні методики вважаються особливо ефективними при виявленні прихованих, латентних або неусвідомлюваних сторін особи.

Перша класифікація проектних методів була запропонована Л. Франком. Але з часом, його класифікацію проектних методів доповнили та внесли корективи задля якнайповнішої характеристики проективної техніки:

1. Конститутивні. Суб'єкту пропонується який-небудь аморфний матеріал, якому він повинен надати сенс.

2. Конструктивні. Пропонуються оформлені деталі, з яких треба створити осмислене ціле і пояснити його.

3. Інтерпретативні. Необхідно представити, інтерпретувати яку-небудь подію, ситуацію.

4. Катартичні. Пропонується здійснити ігрову діяльність в особливо організованих умовах.

5. Рефрактивні. Індивідуальні особливості, приховані мотиви дослідник прагне діагностувати по тих мимовільних змінах, які вносяться у загальноприйняті засоби комунікації, наприклад, мова, почерк.

6. Експресивні. Здійснення особою образотворчої діяльності, малюнок на вільну або задану тему.

7. Імпресивні. Ці методики ґрунтуються на вивченні результатів вибору стимулу з ряду запропонованих. Людина обирає стимули (тест Люшера), яким вона віддає перевагу.

8. Аддитивні. У цих методиках потрібно завершити початок пропозиції, розповіді або історії.

Особливе місце серед різноманіття проектних методів діагностики займають малюнкові методи. Малюнок дозволяє відображати в образах дійсність і проектувати зміст психіки в символи. Перевагою малюнку є здатність до об'єднання в образах і певних символах зовнішній і внутрішній світи, це дає можливість спостерігачеві (психологові) проникати у внутрішні характеристики психіки суб'єкта.

Малюнкові техніки, незалежно від їх відмінностей в плані дослідницьких завдань, об'єднані загальним методологічним підходом, мають ряд характерних рис: формальна інтерпретація, опис даних та ін. Окремі методики спрямовані на вивчення дискретних психологічних властивостей, як рівень інтелектуального розвитку, сформованість психічних новоутворень, характерологічні особливості індивіда, і т. д. У психотерапії використовується тематичне малювання з метою відображення людиною нав'язливих думок, страху, що має сприяти їх подоланню.

Термін «психомалюнок» набув змістового наповнення у рамках методу активного соціально-психологічного пізнання (АСПП), що розробляється в науковій школі Т. Яценко. Психомалюнком називають малюнок, в якому автор намагається цілеспрямовано передати психологічний зміст, визначений темою малюнка з метою подальшої рефлексії зображення в діалозі з психологом. Передбачається комплексний розгляд малюнків, хоча в окремих випадках робота може відбуватися і по одному малюнку. Існують відмінності у підходах до застосування малюнкових методик: тестовий і глибинно-психологічний. Цією провідною відмінністю визначаються можливості малюнкових методик цілісно пізнавати психіку суб'єкта. Проективні малюнки, як зазначає Т. Яценко, освітлюють лише «певну специфічну грань, але не структурну основу і логічну організацію внутрішньо психологічних феноменів» [10, с. 110]. Психоаналітична робота по застосуванню малюнка має ряд істотних відмінностей від використання проектних методик у класичному їх варіанті.

Для отримання особистісно значимої інформації, яка торкається системної впорядкованості психіки, енергетичної направленості неусвідомлюваних тенденцій поведінки, важливо самостійно виконувати психомалюнки, відповідно до комплексу запропонованих тем. Процес психоаналітичної інтерпретації малюнків будується на діалогічній взаємодії психолога з їх автором, тому більшість деталей можна уточнити, розкрити, розшифрувати вербально. Сам процес виконання малюнків має психотерапевтичний ефект, завдяки вивільненню енергії у процесі малювання. Логіка психологічного змісту у малюнковій продукції виявляється у ході довготривалої аналітичної роботи через знаходження взаємозалежностей образів окремих малюнків та їх спільні характеристики. За цієї умови комплекс тематичних психомалюнків є інформаційнішим аніж окремо взяті малюнки.

### **6. Сновидіння, як вид візуалізованої репрезентації**

Розглянемо докладніше інший вид візуалізованої репрезентації – сновидіння. Сучасні психологічні словники визначають сновидіння як «спонтанний, некерований, суб'єктивно пережитий потік уявлень, переважно зорової модальності»; «універсальне людське переживання» [4, с. 390].

Відома робота З. Фрейда «Тлумачення сновидінь» поклала початок концепції про те, що в снах зашифровані витіснені імпульси і бажання у вигляді візуальних образів-символів. Згідно теорії психолога, інтерпретація цих образів може допомогти зрозуміти, що ж відбувається з людиною. З. Фрейд називав сон «королівською дорогою» до несвідомого. Психоаналітик здійснив припущення, що сновидець на підсвідомому рівні вже знає значення свого сновидіння. І мета психоаналізу – допомогти це знання відшукати і зрозуміти.

До психологічних теорій сновидінь відноситься підхід З. Фрейда, який вважав, що сновидінням є здійснене бажання, а його образи не є безглуздими і хаотичними. Психологічна функція полягає у візуальній репрезентації суб'єктові прихованого змісту його несвідомого. Сенс сновидіння може бити зрозумілим тільки при символічному їх аналізі. Переробка інформації в сновидінні зводиться до 3 основних процесів: 1) згущування (концентрація) образів та їх накладення один на одне; 2) зміщення (заміщення), коли деякий прихований елемент проявля-

ється у вигляді віддаленої асоціації, натяку; тому те, що знаходиться на периферії реально значимого переживання, в сновидінні може бути кульмінацією, центром; 3) символізування – процес трансформації думки в зорові образи.

Зв'язок символіки сновидінь і крос-культурних символів, що проявляються в релігії, міфах та ін., був досліджений К. Юнгом. Вчений зазначав, що символи продукуються людиною спонтанно і несвідомо. Сновидіння пов'язані з несвідомим та відображають колективне несвідоме, яке, діючи через сновидіння, використовує архетипічні, надособистісні, надкультурні символи.

Аналіз значення символіки сновидінь для життя і навіть здоров'я людини здійснив італійський психотерапевт, філософ і художник – А. Менегетті, основоположник образно-символічної онтопсихології (психології буття). А. Менегетті запропонував авторське «раціональне» тлумачення образів сновидінь, назвавши свою систему «імагогікою», від «імаго» – образ об'єкту; образ суб'єктивного відношення до об'єкту. Термін імаго введений К. Юнгом і прийнятий у психоаналізі. Імагогіка, як зауважує дослідник – це свідомий і добровільний досвід прочитання активних образів, що відображають цілісність індивідуального існування на свідомому і несвідомому рівнях. Образи сну, на думку А. Менегетті, це вроджена «система саморегуляції» людського організму. У своїй книзі «Світ образів» вчений пише, що сновидіння рееструють реальний стан речей для суб'єкта. Фактаж денних подій вплітається у сценарій сновидіння. Необхідно звертати увагу на сни, бо вони надають критерій щоденних подій. Несвідоме, на думку А. Менегетті, є основою порядку, завдяки якому суб'єкт набуває реальності.

Аналіз наукової літератури та емпіричного матеріалу, отриманого в процесі психоаналізу матеріалу груп АСПП, дозволяє стверджувати, що діалогічна взаємодія психолога з респондентом задає можливості проникнення в смислові параметри несвідомого за умов наявності посередника, тобто візуалізованого репрезентанта. Останній перетворюється в посередника у процесі його «оживлення» в діалогічній взаємодії. Таким чином, матеріалізована репрезентація в її спонтанній невимушеності та індивідуальній непередбачуваності сприяє подоланню бар'єрів, створених відмінностями двох сфер (свідоме-не-

свідоме), що відкриває перспективи пізнання несвідомого за участю свідомості, тобто «за законами твердого світу».

Таким чином, розглянуті вище підходи мають загальні теоретико-методологічні витоки, які їх поєднують. Проте, вони відрізняються фокусом дослідницького інтересу, глибиною і націленістю аналізу.

У результаті систематизації наукової літератури, важливим є уточнення понять «візуальний» та «візуалізований», так як вони мають певні відмінності у їх розумінні. Візуальне – це будь-що, яке виражене в зоровій формі представлення, а візуалізованим є зорове представлення, отримане в результаті творчої діяльності. Наприклад, символ Венери, знайомий людям до появи астрономії, є візуальним образом. Проте, символ Венери як елементу геліоцентричної моделі є візуалізованим, бо він виник в результаті наукових досліджень. Специфікою візуальних представлень є те, що якщо за основу образу сприйняття слугують відчуття, то в основі візуалізованого образу лежить ідея. Візуалізовані представлення потрібні для того, щоб виразити смисл у зрозумілому, доступному для сприйняття вигляді.

Отже, ми дотримуємось ідеї про те, що візуалізоване представлення відрізняється від звичайного зорового образу тим, що в його основі лежить абстрактно-логічне знання, яке виражає певну ідею, яку суб'єкт пізнання вважає головною, істотною, такою, яка відображає зміст. Можна сказати, що будь-яке візуалізоване представлення є візуальним, але не кожне візуальне є візуалізованим представленням.

Пізнання психічного як функціональної системи породжує необхідність перекодування у сферу візуалізованої реальності, доступної пізнанню за законами свідомої сфери. Спонтанна активність суб'єкта є необхідною передумовою непрямолінійного перекодування неусвідомлюваних сенсів системної структури психічного у візуалізованих формах твердого світу, що відкриває перспективи для його вивчення за участю «свідомості» у дискретному світі. Здійснивши аналіз наукових джерел, ми дійшли до висновку, що візуальна репрезентація поділяється на: візуальну репрезентацію та візуалізовану.

## **7. Перинатальна символіка у візуалізованій репрезентації**

Досліджуючи проблему перинатальної символіки у візуалізованій репрезентації майбутнього психолога важливо враховувати особли-



вості характеристика рхетипу. Архетип (від гр. *archetipos* – прототип) – центральне поняття аналітичної психології, яке введене К. Юнгом. Терміну «архетип колективного несвідомого» К. Юнг надавав дефініцій неодноразово. Це було пов'язано із маловивченістю, нерозумінням і невірною його інтерпретацією у тогочасному науковому середовищі. Наведемо наступні формулювання, що визначають архетип як: образ: «форми і образи, колективні за своєю природою, зустрічаються практично по усій землі як складові елементи міфів і що є в той же самий час автохтонними індивідуальними продуктами несвідомого походження», які «передаються не лише за допомогою традиції або міграції, але також за допомогою спадковості» [8, с. 87]; тенденцію: «архетип є тенденцією до утворення уявлень, які можуть значно коливатися в деталях, не втрачаючи при цьому своєї базової схеми..., інстинктивним вектором, спрямованим трендом, таким самим, як імпульс у птахів вити гнізда» [6, с. 115]; структурну форму: «апріорні структурні форми», що упереджують свідомість і об'єктивуються на інстинктивному рівні, які «не повинні розумітися як річ в собі, але лише як форма речі, яка може бути сприйнята» [8, с. 45]; орган психіки: «архетипи є щось на зразок органів дораціональної психіки. Це постійно успадковані, завжди однакові форми та ідеї, що позбавлені специфічного змісту. Специфічний зміст з'являється лише в індивідуальному житті, де індивідуалізований досвід потрапляє саме в ці форми» [9, с. 95].

Термін «перинатальна символіка» був введений Т. Яценко у сфері глибокої психології. В результаті, ми змогли побачити не лише полізначність символіки, а й те, що вона має здатність звужуватися і набувати відносної однозначності за рахунок поздовжнього аналізу матеріалу. Цьому сприяє комплекс тематичних психомалюнків. Адже, психіка є системно впорядкована, а повздовжні лінії є вираженням сутності та індивідуальної неповторності психіки кожної людини. Важливим фактором є підбір матеріалу для визначення природи символів, а його фактаж набирається у відповідності з принципом додатковості, так як обидві сфери свідоме/несвідоме, причетні до самопрезентації суб'єкта. З огляду на дієвість і результативність психокорекційного процесу ми спираємось на візуалізовані репрезентанти. В процесі діалогічної взаємодії розкриваються смислові і семантичні (змістові) параметри суб'єкта.

Шляхом аналізу ми виокремили та систематизували перинатальні символи, які найбільш зустрічаються у візуалізованій репрезентації майбутнього психолога. Зокрема символіка: утроби, внутрішньоутробного розвитку, пологів, пуповини, існування у новому середовищі (1-2 тиждень після народження суб'єкта). Розглянемо їх детальніше.

У авторських та неавторських малюнках символіка утроби виражається через використання наступних символів: кімната, ящик, сундук, корабель, човен, кулька, яйце, піраміда, мушля, палатка, замок, печера та ін. Порівняльний аналіз символіки художніх полотен та психомалюнків дозволяє констатувати не тільки схожість зображень але й внутрішнього змісту образу. Яйце як символ цілісності, вміщує в себе усі можливості розвитку універсуму, символізує утробу, яка містить насіння творення, із якої з'явилися істоти; символізує початок життя, нащадків, повторне народження і нове життя, зародок явищ та проблем тощо. Психіка паралельно з мотивами і необхідністю просоціальної адаптації постійно вирішує проблему звільнення від того психологічного навантаження, яке породжується введенням табу на кровозмішення. В зв'язку з цим для нас зрозумілими є мотиви художніх полотен, в яких так часто є присутнім мотив яйця, мушлі, акваріуму тощо.

Проведене нами дослідження емпіричного матеріалу доводить латентний, прихований зміст візуалізованої репрезентації, що дозволяє простежити її вплив на психіку суб'єкта. Встановлено, що об'єктивність чинників спонтанної активності суб'єкта, пов'язана з фіксаціями домовного періоду та має здатність виявлятися на символічному рівні. Травма, небажання народження та інші внутрішньоутробні особливості неусвідомлені суб'єктом об'єктивуються у вигляді перинатальної символіки. Встановлено, що слідові енграми перенатального періоду не піддаються вербалізації, проте зберігають імпульс прояву назовні із збереженням у репрезентанта смислових параметрів.

Візуалізований символ, у його метафоричності, допускає варіативність у відображенні психічної реальності, тому увага централась на повздовжньому психоаналізі отриманого матеріалу, що виявляє інваріантність та ітеративність смислових чинників. Об'єктивність чинників мимовільної активності суб'єкта пов'язана з фіксаціями домовного періоду. Слідові енграми внутрішньоутробного стану не піддаються вербалізації, проте вони зберігають імпульс прояву назовні зі збере-

женням у репрезентанта смислових параметрів. Саме таке розуміння перспектив пізнання перинатальної символіки і спонукало дослідну ініціативу здійснення діалогічного психоаналізу процесу репрезентації майбутніх психологів.

Варіативність візуалізації проблем «утробності» архетипно презентують наступні зображення: пуповин, спіралеподібного розвитку зародків та ін. Пізнання майбутнім фахівцем-психологом власних неусвідомлюваних тенденцій відкриває йому перспективи особистісної гармонізації, набуття психологічної рівноваги та глибинно-психологічної компетентності.

### 8. Висновки

Отриманий в результаті проведеного дослідження матеріал прояснює вплив перинатального періоду розвитку психіки суб'єкта на спрямованість мимовільних побуджень до візуалізації. Підсумкові інтерпретації емпіричного матеріалу повинні охоплювати як опредметнені візуалізації (репрезентанти) суб'єкта, так і результати вербально-діалогічної взаємодії (психолог-респондент).

Дослідження відповідає методологічним основам психодинамічної теорії, в її орієнтованості на цілісність психіки (свідоме/несвідоме), що ставить певні вимоги до дослідної процедури, зокрема, врахування мови цих сфер, відповідно – словесна і образна. Додатковим аргументом використання у дослідженні візуалізованих репрезентантів є необхідність віднайти способи догичності до перинатальних слідів (що зберігаються у відповідних енергетичних осередках), які обумовлені чинниками, що не існували для індивіда у вербальному просторі. Використання авторського малюнку, а особливо репродукцій художніх полотен, було також наближеним до системності психічного, його «поздовжньо»-логічної впорядкованості. Вказані передумови дослідження дали змогу виявити наступне: перинатальна символіка піддається візуалізації у дітородно-метафоричних формах, логічні зв'язки в матеріалі легко виявляються завдяки наявності внутрішнього імпліцитного порядку та інтенціональності, що є характерною для архетипності символіки.

Візуалізований символ, у його метафоричності, допускає варіативність у відображенні психічної реальності, тому увага концентрувалась на повздовжньому психоаналізі отриманого матеріалу, що виявляє інварі-

антність та ітеративність смислових чинників. Доводиться, що об'єктивність чинників мимовільної активності суб'єкта пов'язана з фіксаціями домовного періоду. Слідові енграми того періоду не піддаються вербалізації, проте вони зберігають імпульс прояву назовні зі збереженням у репрезентанта смислових параметрів. Саме таке розуміння перспектив пізнання перинатальної символіки і спонукало дослідну ініціативу здійснення діалогічного психоаналізу процесу самопрезентації майбутніх психологів.

У статті використано термін візуалізована (опредметнена) репрезентація суб'єкта, яка завдяки спонтанності поведінки сприяє істотному узагальненню перинатальних фіксацій (котрих не торкається побутова свідомість, що навантажена оцінними судженнями). Останнє передбачає введення спеціальних принципів, які включають – безоцінність, відсутність критики та прийняття людини такою, якою вона є та інше. Сам же по собі процес репрезентації особи візуалізованими засобами є достовірною одиницею наукового аналізу психіки, як такої, що «себе-в-самій-собі ілюструє» шляхом опредметнення ідеальних реальностей.

Дослідження враховувало й те, що тенденції несвідомого у взаємодії зі свідомим є латентними, тому виявлення смислових параметрів репрезентантів потребувало діалогічної взаємодії психолога з піддослідним. Другий розділ дисертації науково узагальнює численні акти візуалізованої самопрезентації суб'єкта, зокрема шляхом психоаналізу авторських тематичних малюнків.

У розкритті даної проблеми ми спирались на архетипність образів перинатального періоду. Встановлено, що архетип має пряме відношення до символу як специфічного вираження витісненого й неусвідомлюваного змісту. Психодинамічна парадигма (Т. Яценко) стверджує, що архетип має дотичність до усіх підструктур психіки, зокрема, як до свідомого, так і несвідомого (включаючи систему психологічних захистів, особливо в базальній їх формі вияву). Архетип відіграє провідну роль в об'єктивуванні найбільш утаємничених осередків психіки.

Перинатальний період, як доводить аналіз емпірики, відіграє провідну роль у виникненні деструкцій поведінки суб'єкта, що є вкрай небажаним для майбутнього психолога, у фахові обов'язки якого входить адекватне відображення ситуації «тут і зараз», що задає результативність взаємодії з іншою людиною.

Варіації візуалізації проблем «утробності» архетипно презентують: пуповини, спіралеподібний розвиток зародка та ін. Пізнання майбутнім фахівцем-психологом власних неусвідомлюваних тенденцій відкриває йому перспективи особистісної гармонізації, набуття психологічної рівноваги та глибинно-психологічної компетентності.

Перинатальні чинники не є нейтральними для подальшого життя особи через їхній вплив на формування негативних мотивів, що знаходять вияв у тенденціях до: «імпотенції психіки», «психологічної смерті», «психологічної самодепривації». Все це обумовлює необхідність особистісної психокорекції майбутнього психолога на упередження деструкцій професійної діяльності фахівця та дисфункцій у ставленні до інших людей.

Сказане вище ставить перед нами додаткові задачі та окреслює перспективи подальшого дослідження особливостей «захисного» синтезу смислових параметрів детермінант перинатального періоду в просоціально-професійну канву життя дорослої людини.

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