

## STUDENTS 'ADAPTATION TO LEARNING AS A PSYCHOLOGICAL PROBLEM

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### ABSTRACT

*The analysis of the current state of the issue in modern socio-psychological literature provides a comprehensive insight into adaptation. The concept of adaptation is used in many sciences as a tool for understanding the process of interaction of the organism and its environment. Studies show that a person who gets into a new environment and starts a new activity undergoes physiological changes of the body oriented to the new work process: the rhythm of work, rest, sleep, mental work load, muscle activity, metabolism, blood pressure and new emotional sufferings. Human adaptation to the environment also implies involvement in specific social relations, which play a major role in his adaptation. Adaptation and ability to it is a prerequisite for future activity, a necessary condition for its success without feeling discomfort, tension and internal conflict of an individual with the professional and social environment. The concept of adaptation in the modern psychological literature is inextricably linked with the problem of optimal interaction between an individual and the environment as a concept that allows you to assimilate and bring to the system factors obtained at different stages of research - from sociological to individual psychological one. Effective social adaptation is one of the prerequisites for successful professional activity.*

### INTRODUCTION

The initial stage of professional training is interpreted by researchers as a stage that determines the entire course of further human life. At this stage the process of adaptation to educational activity in a higher educational institution takes place. It happens because at this period a person finds himself in a challenging situation of learning new forms of activity, communication, leisure and he correlates his expectations with reality. Research in the field of general psychology aimed at studying the individual characteristics of students during the adaptation process to learning in a higher educational institution is characterized by a general tendency to identify only the general characteristics of various types of personality adaptation at this stage of development. At the same time, the peculiarities of the process of students' professional and personal growth at various stages of their adaptation to the learning conditions in a higher educational institution, depending on the influence of factors that affect the adaptation process, require in-depth study. Adaptation of the student's personality takes place in the team (group, faculty) and through the team. And in this case the initial stage of adaptation in a new social environment is of special interest. Adaptation in the team is a prerequisite for productive social activity, self-determination of a personality, the development of the student's individuality.

The primary task of creating the theory of adaptation in a higher educational institution is to define this concept at the general level. I. Liakhova and A. Uchytel, within the framework of *the general concept of adaptation* in a higher education institution, distinguish (Liakhova, 2001):

- 1) professional adaptation is a process of human entry into the profession, which is expressed in the acquisition of knowledge, skills and abilities necessary for future professional activity;
- 2) didactic adaptation is students' adjustment to a new form of educational work for them;
- 3) students' adaptation to new learning and teaching conditions in a higher educational institution is the process conditioned by getting of an individual into a new educational system under the guidance

of lecturers who form the structure of his activities due to the new organization of education and socialization, which is a methodological prerequisite for student learning.

In the process of adaptation to training in a higher educational institution students go through the following *stages*:

- 1) pre-adaptation stage, at which the student receives information about the new situation as a whole, the criteria for evaluating various actions, the norms of behavior in the team;
- 2) adaptation stage, at which the student refocuses himself, recognizing the main elements of a new value system, but still continues to maintain his numerous attitudes;
- 3) post-adaptation stage, which is carried out when the student is fully adapted to the environment, is identified with a new group, when the personal goals of a student are identified with the goals of the educational institution;
- 4) primary adaptation to the profession in the learning environment of a higher educational institution.

### METHODS

Adaptive behavior is characterized by successful decision-making, initiative and a clear definition of one's own future. An adaptable person does not run away from difficult situations, but uses these situations to achieve his aspirations and goals.

The concept of adaptation in the modern psychological literature is inextricably linked with the problem of optimal interaction between the individual and the environment as a concept that allows you to assimilate and bring to the system factors obtained at different stages of research - from sociological to individual psychological one.

N. I. Bulka emphasizes that high level of *adaptation is accompanied by*: "self-strength", emotional maturity, real assessment of the situation, social courage, which can be compared with such a function of social intelligence as ensuring adequacy, adaptability in changing conditions.

*Low level of anxiety and depression*, lack of frustrating tendencies associated with the mobilization function, which helps to overcome sudden crises and prolonged stress.

*Activity* which is related to the energy features of social intelligence (Bulka, 2004).

As the basic principle of adaptation F. H. Khairullin considers the adjustment of an individual to the conditions and the content of a particular activity through gradual, but systematic performance of actions in new conditions. Depending on the nature of an individual's attitude to a new environment, the author distinguishes *two types of adaptation: creative and formal* (Khairullin, 1972).

*Creative adaptation* is understood as a certain adaptation to the learning process: deep and solid knowledge, the formation of creative thinking and skills of a future specialist, general activity in cognitive activity.

*Formal adaptation* takes place in the case of adjustment not to successful acquisition of knowledge, but to "pushing the matter through", i.e. to obtain knowledge and a diploma. In this case, students focus only on the exam session.

The adaptedness of an individual in terms of higher education is manifested in the following:

- 1) assessment and reaction of an individual to the situation;
- 2) the correlation of one's behavior with the current situation and the individual's acceptance of social role depending on the structure of needs and motives, that is, the type of adaptation process;
- 3) correspondence between goals and results (adaptability)

Some researchers emphasize the need to prevent maladaptive state of students during their studies in a higher educational institution by identifying a certain degree of adaptability and maladaptation to a new social environment (Miloslavova, 1970; Noskov, 2003; Osnitsky, 2004). Comprehensively studying the process of adaptation of students to learning in a higher educational institution, it is important to ascertain the effect of certain factors on this process. N. Y. Gerasimova, when determining the mechanisms, factors and criteria of adaptation, gives the following considerations: the movement of a person who adapts himself in the adaptation process is a stage of this process with

its inherent properties, that is, factors that often act as mechanisms. As soon as the movement at this stage ceases, the property of the stage turns into criteria and its features (Gerasimova, 2005).

I. O. Heorgiieva considers that the factors are the conditions and prerequisites that determine the process and the result, the success of human inclusion in a new social environment (Heorgiieva, 1985). M. O. Svyrydov defines the factors as a set of conditions that determine the process (pace, stability) and the result of adaptation (Svyrydov, 1992).

I. V. Gerasymova emphasizes that "One can agree that factors are a set of conditions and prerequisites that determine the adaptation process while criteria are a feature of the adaptation process and its result (Gerasymova, 2002).

The author draws attention to the complexity of the structure of factors, which can be described on many grounds: socio-economic, socio-demographic, socio-psychological, psychophysiological aspects in dichotomies (general - special, internal - external, basic - non-basic). Considering factors as motives for human behavior, she accentuates a motivational core - a stable combination of factors, which mainly determines the process and the result of adaptation, that is, there is also some mixing of factors and criteria.

According to O. I. Zotova and I. K. Kryazheva, the factors influencing the adaptation process are the conditions of human life and activity. In particular, the assessment and the perception of these conditions, in the first place, are mediated by the attitude to the content of work and the purpose of activity. Meanwhile, depending on the characterological features of a personality and non-dominant aspects of the motivational structure, the conditions of activity can significantly affect the nature and the result of adaptation. On the other hand, the very motivational structure of a personality, to a large extent, is the result of personality traits, and depends on the abilities, internal tendencies, emotional orientation and personal qualities. That is why some authors suggest that the correspondence of some personality traits to special aspects of an activity, in particular, professional, can be a condition and an indicator of a human adaptability (Zotova, 1979).

To the factors that influence the personality's adaptation, some authors refer social and psychological characteristics of the team - the nature of the relationship between ordinary members (horizontally), the nature of the relationship between managers and subordinates (vertically), team leadership style and its socio-psychological climate.

I. O. Heorgiieva divides factors into personal and external. To *personal* she refers: 1) sociodemographic characteristics of the participants of adaptation (sex, age, marital status, children, living conditions); 2) value orientations as a meaningful component of the system of subjective relations of a personality; 3) a number of psychological personality traits.

*External factors* are represented by a set of parameters related to the type of group activity. These may be specific characteristics of the activity: the content of the activity (work and knowledge); the organization of the activity (the degree of regulation of activity, the possibility of individual variability of ways and methods of the activity, the forms of control over process and result); the position in the system of social production; the objectivity of the results of the activity; the ratio of formal and informal structures of relations in the social organization of a team; incentive system; age homogeneity of a team; the degree of participation of individuals in the formation of group norms (Heorgiieva, 1985).

Factors are also divided into subjective and objective. *Objective factors* are less dependent on the student. This is the level of organization of education, hygienic and sanitary conditions of education, the size of a team, the location of a higher educational institution, the industry specialization, etc.

*Subjective* (personal) factors include:

1) Sociodemographic characteristics of a student (gender, age, previous education, social status, etc.);

2) Social and psychological - the level of demands, willingness to learn, efficiency, speed of orientation in a learning situation, self-control and the ability to act rationally, social skills, adequate self-perception;

3) Sociological - the degree of moral and material interest in the effectiveness and quality of education, the presence of guidelines for improving the level of education, etc (Noskov, 2003).

It should be noted that all the factors are interrelated. S. S. Kuzmin and O. O. Prokhvatilov believe that the beginning of adaptation does not coincide with the appearance of a person in a new group, but refers to the previous period. In this case an important role is played by subjective factors, namely, making a decision regarding the choice of a specialty or a desired social environment, the formation of an attitude towards a future profession and people who can become colleagues (Kuzmin, 1981).

In the process of professional self-determination, young people go through four stages.

*The first stage* of adaptation (professional self-determination of young people) falls on the first year of study in a higher educational institution. Its goal is to form students' interest to themselves and their peers as interesting objects for studying and observation, adaptation to new forms and methods of educational activities.

This adaptation *has three forms*:

1) formal adaptation, which means the cognitive and informative adaptation of students to a new environment, to the structure of a higher school, to learning content, to its requirements and responsibilities;

2) social adaptation, i.e. the process of internal integration of the same groups with student environment as a whole;

3) didactic adaptation, which correlates with the preparation of students for new forms and methods of educational work. Of particular importance at this stage is the work of group tutors, who organize individual talks, consultations on self-study and self-education. As a result of such work, interpersonal contacts are improved, trust is established in the group a lot of students start engaging in self-improvement, the number of nervous breakdowns during the first-year exam session is reduced.

*The second stage* (students' adaptation to the requirements of the profession) begins at the second year of study in a higher educational institution. It is characterized by the fact that a student acquires necessary professional knowledge and practical skills in the learning process to carry out specific activities in the chosen specialty. This approach creates a certain target setting, which has a positive effect on the process of future professionals training.

*The third stage* (dynamics of students' professional training in a higher educational institution) covers senior courses. Its main purpose is to complete the process of forming future specialist's personality.

*The fourth stage* (young specialist's professional adaptation and his professional growth). This stage acquires special significance during graduate studies. The formation of the personality of a future specialist-researcher and his training are facilitated by both general educational basic disciplines and special ones (research methodology, teaching methods of academic disciplines in colleges, gymnasiums and lyceums, speech culture, educational technology, etc.). In the course of studies Master's degree students' capabilities to predict, plan and conduct research related to the theory of teaching or education are revealed and studied (Kirei, 1986).

In the process of social adaptation, the correspondence between behavior and activity is achieved, which is approved by society and personality structure, his interests, values and orientation. Personality orientation and activity level are used as the adaptation criterion.

Most typically, three *main directions of activity orientation*, corresponding to three types of adaptation to the changed situation, are distinguished:

1) a way out of the situation, psychological protection of one's own "I";

2) impact on the environment in order to adapt its parameters to oneself: from direct impact to the search for workarounds;

3) self-transformation, one's internal structure: from habituation, balance with the environment to assimilation (Dolina, 1978).

Human adaptation to the environment also involves inclusion in specific social relations, which play a major role in his adaptation. In a number of scientific works [20] adaptive processes are

associated with the processes of social personality, it is distinguished a qualitatively higher degree of adaptation - social, which is a specific social phenomenon, based on the interaction between social subject and social object - the conditions of its social existence. The subject of social adaptation is a person, a personality as an individual being of social relations. Social environment is seen as an object of a personality's adaptation.

In many researches social adaptation is understood as adjustment of an individual to new conditions of social environment and its result. "The ability to adapt to different circumstances characterizes the process of formation and development of a personality, its professional growth. In case of maladaptation, not only personal and professional development can be disturbed, but also the psychological capabilities of the body can be reduced, and even health disorders are possible" (Ershova, 2000).

The following *classification of social adaptation* is used in the works of I. A. Miloslavova:

- 1) according to the nature of interaction between the subject of adaptation and the adaptive environment (adjustment);
- 2) according to the type of adaptive environment to which the individual is adapting or which he adapts to himself (friends' environment, learning process);
- 3) according to the structural components of adaptive environment (object-activity oriented and personal). In particular, to the microclimate, to social values, interpersonal relations, to the style of management and leadership and the like;
- 4) according to psychological content (adaptation to situations, including imaginary ones, attitude to adaptation, becoming estranged from usual living conditions, inability to adapt to the new conditions of social environment, etc.) (Miloslavova, 1970).

G. E. Mednikova emphasizes that the term "social adaptation" in terms of the basis, is the first step for self-development, has not yet been widely used in the social sciences, but the objective processes of integration, diversification, information society dynamics are attracting more and more attention to the development of the social adaptation theory. New concepts including timeserving: "passive adaptation", "pseudoadaptation", "accommodation" are appearing in it (Mednikova, 2003).

*Passive adaptation* is directed to use the socio-economic and psychological resources of a personality by means that were formed before. It is often carried out by lowering the level of aspirations and simplifying consumption standards. In the case of superficial adaptation, which is a consequence of passivity, there are no radical changes in the structure of the one who is adapted, in the means and the nature of interaction with the environment.

It is also distinguished *pseudoadaptation*, in which external adaptation to the environment is combined with the negative attitude towards its norms and requirements. A complex set of adaptation measures is formed. It masks explicit attitudes and goals and allows the subject to survive in difficult conditions.

## RESULTS

To characterize adaptation in the conditions of a protracted conflict between the environment and the subject, when the subject cannot change the environment "for himself" and at the same time cannot accept the environment due to his value attitudes, the concept of "accommodation" is used. Accommodation is the temporary resolution of a conflict through mutual toleration, compromise or coercion. Accommodation (or the process of adjusting to conflict situations) is carried out by keeping the distance between social groups, people and society. Considering a higher educational institution as a social object, socio-pedagogical system, and a young person's entry into a university as its transition from one system to another, it is logical to consider adaptation to the conditions of a higher educational institution as a kind of social adaptation, which manifests itself in the specifics of the interaction of an object and a subject (Sorochinskaya, 2005).

It is from these steps that the attitude towards future professional activity, towards professional environment and its values begins to form. The active search for personal self-identification, one's place in role distributions, and conventional coordination in the socio-psychological structures of social communities continues.

V. P. Kazymirenko defines socio-psychological adaptation as a process of establishing the optimal correspondence of a personality and professional and educational environment in the process of carrying out the chosen independent activity, which allows a person to meet current needs, form personal and socially significant intentions (Kazymirenko, 2004).

When determining the socio-psychological adaptation of students to a higher educational institution, researchers identify a number of characteristic features, to denote which such terms as "activity", "creativity", "adaptation" and "involvement" are introduced. Based on the literal meaning of the word "adaptation" as an adjustment, its meaning is reduced to the acquisition of skills and abilities that make a person suitable for certain conditions. According to P. A. Prosetsky, socio-psychological adaptation of students is considered as "active creative adaptation of newly enrolled students to the conditions of a higher educational institution, in the course of which they develop optimal relationships, devotion for the chosen profession, rational collective regime of work and life" (Prosetsky, 1970). He emphasizes that the *socio-psychological adaptation* of students in the environment of a higher educational institution includes the following aspects:

1) professional adaptation, which determines the adjustment to the content, conditions and independent organization of educational activities, the formation of skills and directions in educational and scientific work;

2) socio-psychological adaptation, as one that determines the active (or passive) adjustment of a personality to the environment, building relationships in student groups, the formation of a style of personal behavior;

3) socio-professional adaptation as the acceptance of social requirements for future professional activity.

S. I. Silvestrov emphasizes the need to implement students' adaptation according to the socio-psychological direction - providing assistance in adapting to a new team. "The adaptation process is largely influenced by the individual psychological characteristics of students, their intellectual abilities, value orientations, professional aptitudes and inclinations ..." (Silvestrov, 1997). In addition, students represent a socio-psychologically heterogeneous group, the differences within which are determined both by socio-demographic factors (origin, social status, gender and age), psychological characteristics (communication, cultural level, independence), and motivation of activity. This leads to different levels and "speeds" of adaptation, which, to some extent, can be determined by the following main types of manifestation: the ability to organize yourself, your life, leisure, learning; ability to plan your class and personal time; formation of skills and abilities of educational activity; the prevalence of a good mood and self-confidence; friendliness and sociability; positive attitude to their future profession; state of health.

N. G. Kalnaia emphasizes the importance of socio-psychological teaching methods, which make it possible to increase several times meaningful communication between lecturers and students, promote students' creative non-standard thinking formation, cognitive interests development, stimulate and actualize deep personality associations, make participants form personal and business qualities (Kalnaia, 2003). Such active methods as sensitive training, discussion and role playing provide systemic and integrated approach in solving many problems that arise while students take the role, specifically socialization role, in the processes of socialization and adaptation to learning conditions in a higher educational institution. The objectives of such activities are to create and develop a social field, the system of communication for students of different levels, but also to explain the essence of the student's role, his opportunities and responsibilities.

The important aspect of social adaptation is role acceptance. The nature of a person's life scenario, lifestyle and behavioral strategies in various life situations depend on it.

The process of role development and role behavior occurs in the context of a very important process for the personality's life, which is called socialization (Osnitsky, 2004). According to most definitions, the person's socialization is the assimilation of social experience, social norms and values by a person. One of the main components of human socialization is the assimilation of social roles. First, in social roles, the norms and rules of social behavior have been established as role models, i.e. the requirements for fulfillment of social roles. Second, role behavior is the most important type of

social behavior, and social roles are a means of incorporating a personality in a group and a society, a form of social adaptation and personal self-expression at the same time. Characteristic features of role socialization lie not only in the assimilation of social expectations to social roles, but also in the role development of a personality, i.e. the formation of psychological roles, both social and personal, interpersonal, characteristic, life, and the like.

The transition to a new social role, the role of a student, the change of the usual school environment to an unfamiliar higher education environment takes time to adapt, even when within the walls of a higher educational institution a student meets a friendly attitude from the teaching staff. This is due to the fact that the student's life is built according to new rules and regulations, the sense of responsibility for what the future will be is growing up.

Such attitude for some students can lead to certain difficulties and the formation of a distorted role of a "student", namely, the replacement of a real sense of adulthood with such manifestations of behavior as the freedom of attending classes, external forms of self-realization (smoking, communication style). This happens due to certain difficulties of socialization, which are manifested in the unwillingness to study and to attend an educational institution.

The state of internal stress, like any other emotional event or phenomenon in a person's life, negatively affects both the intellectual and personal development of an individual. If mental stress continues for a sufficiently long period, then along with the growth of negative experience, a situation may arise in which a student will not want or will not be able to continue his studies at a higher educational institution. This is caused by the fact that psychological stress can adversely influence the course of mental processes, and the consequence of this can be learning disabilities, complications of relations in the academic group and, finally, unwillingness to study.

Role socialization acquires special significance during the first year of study at a higher educational institution. "Students are in new conditions for themselves: a new environment, a new knowledge system, the lack of daily knowledge assessment, and under these changing conditions they need not only to learn professional knowledge, to increase their theoretical and practical skills, but also to build their relationships with others, to form a new self-image" (Dolina, 1978). The educational process in a higher educational institution is a transitional purposeful system in which the personality's socialization process consists of two stages: the stage of adaptation to the conditions of being in this system and the stage of adaptation to the conditions in which a person will find himself in the next system. The optimal mode is when each of the previous general systems of the hierarchy, social system of a personality's socialization solves the problem of comprehensive human preparation for the transition to the next system.

According to the researches of I. Liakhova and O. Uchytyel, the first stage of socialization of the student's personality, i.e. the stage of adaptation to the conditions of a higher educational institution takes place at two levels - purposefully organized (controlling) and spontaneous. The controlled level is a purposeful influence of higher educational institution staff and its constituent structures on development of a student's personality traits necessary for successful study at this higher educational institution as the initial task of the educational process in it. Solving the problems of this process presupposes the conscious acquirement of the corresponding norms and values in the process of active learning, social activities of a first-year student (Liakhova, 2001).

Studying the basics of the freshmen's adaptation problems in a pedagogical higher educational institution, O. M. Halus differentiates *five aspects (subsystems)*:

- 1) the energy subsystem reflects the resource capabilities of the organism, their ability to ensure the functioning of the main systems of the organism in conditions of increased energy consumption;

- 2) the environment subsystem reflects the student's attitude to those external-objective conditions that surround him;

- 3) the activity subsystem reflects the student's ability to perform educational activities that make up the main content of his activities in a higher educational institution: mastering new actions, managing acquired skills, which are not appropriate in new conditions;

4) the social subsystem reflects the student's entry into a new social environment.

The social aspect of adaptation is characterized by the degree of student perception of norms and rules of life in the new social environment and the way student is perceived by this environment;

5) the personal subsystem reflects the overall result of adaptation, when a student feels psychologically comfortable in his life conditions, considers it constructively significant, which in general opens up further prospects for the development (Halus, 2004).

Besides, in the learning process, a person is placed in the situation where he is assessed, which gives rise to certain negative states of this person. Therefore, there is an increase of stressful situations, their effect on students, and hence on the learning process. At school, a student, as a rule, comprehends permanent, generally accepted forms of knowledge, his development is formed in a stable coordinate system (plus - minus), or, in other words, unidirectionally. This unidirectionality produces a stable psychological stereotype of student's behavior, which is the classic manifestation of conformity. As N. G. Kalman emphasizes, this is often the way to alleviate mental well-being at school, in a higher educational institution, on the contrary, such a basis (conformity) is often the beginning of students' negative mental states (Kalman, 2003).

Coming to a higher education institution with such a worldview, young students do not have time to get used to the dynamic educational process, full of a large number of special courses and teachers. Most courses in higher educational institutions are determined during the semester. During this period, a student does not have time to realize the psychotype of the teacher's behavior, it is difficult for him to assess the level of his professional competence.

Studies at a higher educational institution coincide with the second period of adolescence or the first period of maturity, which is characterized by the complexity of personal traits formation. A characteristic feature of moral development at this age is the increase of conscious motives for behavior, which young people lacked before. Interest to moral issues is increasing.

Along with this, psychologists and physiologists note that the student's ability to consciously regulate their behavior is not developed at the proper level. There is often an unmotivated risk of not being able to anticipate the consequences of one's actions, which may not always be based on decent motives.

A significant role in the activities and development of students is played by worldview, that is, the system of ideas, beliefs and views. It is manifested in the understanding and evaluating reality, in person's social behavior, his actions, activities, it has an impact on feelings, will and motives.

Distinctive features in the students' behavior and activities are caused by differences in their temperament. Temperament not only affects the manifestation of feelings and the speed of switching attention, but also other mental processes: the students' behavior at classes, exams, their reaction in difficult situations, reaction to questions, tasks and assessment. As a rule, this is where the objective basis is hidden, from which such negative mental states as insecurity, irritation, aggression and fear subsequently arise.

According to surveys and psychodiagnostic examinations conducted by S. O. Haponova, *typical adaptation problems are:*

- 1) false, inadequate expectations and illusions about learning;
- 2) "external" motivation for learning (for example, learning "for parents");
- 3) uncertainty of life plans and goals;
- 4) unfamiliarity with behavioral norms and standards adopted in the students' environment;
- 5) uncertainty of their own learning strategy (Haponova, 1994).

During the adaptation period the formation of socio-psychological unity of the student collective takes place, which acts as a powerful means of introducing the personality to new social functions, to the system of new relationships, needs and interests. The academic group is the closest environment in which a freshman adapts himself to the higher educational institution standards of life and activity. In it, with the help of personal communication, the student interacts with this social environment, which has a great influence on his behavior through various types of group control (public opinion, system of value orientations, etc.). Responsible attitude to learning process and social practice, labor and academic subject is formed in the team, as well as the associated problems are

solved there. Conditions for the development of positive personality traits and overcoming negative ones are created in it. Therefore, the need to accelerate relationship-building in the freshmen's study groups plays an important role. Socially significant activities of the group members and the relationship between them can stimulate this process.

Studying the psychological essence of interpersonal relations, A. Petrovskiy points out that they form various layers of group activity in the team. The first layer forms a set of interpersonal relations of direct dependence (emotional attractiveness, group compatibility, etc.). The second layer forms a set of defined socially valuable and personally significant activities determined by the content. The third one is a set of collective relationships, the basis of which is socially and personally significant activity (Petrovskiy, 1982).

## CONCLUSIONS

In modern scientific research, adaptation is considered as an important theoretical and practical issue, the solution of which depends on the preparation of young generation for working life in a society.

Therefore, the tasks set by scientists are aimed at studying the psychological foundations of adaptation, identifying factors that affect the intensity of this process, establishing indicators of the level and degree of adaptation, identifying ways to purposefully and consciously manage them.

Having analyzed the process of students' psychological adaptation to studies in a higher educational institution, we identified the conceptual model for studying adaptation to a higher educational institution, which contains the components of adaptation - adaptation to learning, professional activity; adaptation criteria (objective and subjective), as well as adaptation factors - social and personal. Moreover, the relations between the presented areas of study emphasize the importance of the personal factor, its representation in the components, conditions and the stages of adaptation.

The success of adaptation depends on many constituents: adaptability, plasticity and flexibility of nervous system; intellectual and creative abilities; motivational structure of the student's personality. The relationship between the level of student's socio-psychological adaptation and the student's educational activities is dialectical. The important factor influencing success is the motivation of educational activities and the desire to succeed in it.

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## THE STRUCTURAL AND SEMANTIC CHARACTERISTICS OF SINGLE-SYLLABLE IMPERSONAL SENTENCES IN THE CZECH LANGUAGE

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### **ABSTRACT**

*The state of research of monosyllabic, in case of impersonal sentence, the sentence in linguistic of Slav philology has been analysed. The categoric characteristics of lack of personality, the methods and ways of their realization in Czech language have been defined. Structural and Semantic Parameters of Czech impersonal sentences have been investigated. The main patterns of their creation and specificity of their denotative characteristics have been defined as well. The main valency and intential types of Czech impersonal sentences have been established. It is pointed out that the lack of personality as a categoric concept in Czech syntax is realized in five general Slav models with the help of which the specificity of impersonal sentence as one of the most typical variety of Slav sentences of verbal type is represented. A special interest is paid to the interconditionality of the structural-semantic parameters of the qualitative level of the lack of personality. The chosen manner of description of the syntactical units gives the possibility to determine the degree of participation of structure and semantics in the process of formation of such a phenomenon as the impersonal sentences.*

### **INTRODUCTION**

In modern Slavic science, the syntactic level remains one of the least studied structural levels of Slavic languages. Many current problems of Slavic syntax, which require a thorough theoretical coverage of a number of issues related both to understanding the intra-syntactic organization of monosyllabic, including impersonal, sentences in Slavic languages, and with the problem of modeling the relevant syntactic units, unfortunately, did not find a synonymous unambiguous solution in the scientific literature.

As the analysis of the scientific literature on the researched problem shows, in modern linguistics sentence models are often analyzed without taking into account their functional characteristics. This approach deprives syntactists of the opportunity to give an in-depth interpretation of many types of Slavic sentences, including impersonal, which are built on the same structural model, but differ in the nature of syntactic functions of components, which has been repeatedly drawn by the attention of a number of researchers.

In linguoslavistics on the basis of different Slavic languages impersonal constructions have been thoroughly studied from their formal and grammatical organization: Andersh (1987), Belichova (1982), Danesh (1997), Vykhovanets (1983). The specificity of the structural parameters of impersonal sentences in Slavic languages was observed mainly within the use of lexical and grammatical means that form the grammatical center of impersonal units, identifying their syntactic labeling, correlation with other monosyllabic communicative units, the scope of different semantic and grammatical types of individual types, as well as the frequency of their use in different styles.

Unfortunately, in modern linguistic Slavic studies there is no unambiguous generally accepted definition of an impersonal sentence, its types and kinds. If some scholars consider impersonal sentences as a meaningless construction with one main member - a predicate, in the form of which the meaning of a person is not expressed and there is no indication of it in this context, then for others impersonal are such monosyllabic sentences in which the action or a state (sign) that arises or exists independently of the performer of the action or the bearer of the sign.

## 1. IMPERSONAL SENTENCE: THE HISTORY OF THE STUDY OF THE QUESTION

It will be recalled that in the history of the syntax of Slavic languages, the theory of impersonality has come under constant changes. The debatable issue is explained by different views of scientists on the essence of impersonal sentences and the principles of classification.

One of the important problems of the theory was the interaction of impersonal sentences with infinitive monosyllabic sentences. At one time, this question was thoroughly studied by the Russian linguist O. Shakhmatov (Shakhmatov O., 1941) who called infinitive sentences, the main member of which is the infinitive, which evokes the idea of a sign that is combined with a definite (and specifically the second) or indefinite person. Infinitive sentences of this type (subjectless) were contrasted by the scientist with impersonal sentences, existential sentences that convey the combination of sign (in the subject) and being, presence (in the predicate).

In our opinion, giving infinitive sentences signs of impersonality is not sufficiently justified, because they are structurally different from those impersonal, in which the infinitive syntactically depends on other main members. If in verb impersonal sentences the action is indicated as independent of the figure, then in infinitive sentences the performer of the action, ie the active figure is assumed. Infinitive sentences cannot belong to impersonal constructions, because impersonal sentences are characterized not only by simplicity, but also by the fact that they lack a subject.

In scientific works on this problem, Czech linguists have consistently held the view that the main and indivisible component that organizes grammatical connections in an impersonal sentence and expresses its main meaning is the predicate. Minor members of the sentence, the necessity of which is justified in the sentence by the requirements of the predicate arising from its valence, create together with the predicate the main sentence structure or the minimum sentence structure, which qualifies as a relational sentence structure.

The vast majority of researchers rightly believe that the principle of systematization in the study of simple, in particular impersonal, sentences is the result of the method of syntactic-semantic modeling, associated with the establishment of sentence models as abstract syntactic patterns, which can be built separate minimum relatively complete sentences, and therefore the sentence model should include a minimum number of constitutive components.

Researchers believe that at the abstract level of syntactic-semantic modeling the main types of minimal sentence structures are formed from the verb predicate and implementers of its functional-syntactic positions, which have the character of sentence members (regardless of their morphological-syntactic design) (Běličová H., 1982).

Unfortunately, the question of sentence members, which should be included in the minimum sentence structure, is still debatable. Thus, L. Tenier, one of the founders of the linguistic theory of valence, dividing the members of the sentence into actants and sirconstants, included only the first in the structure of the valence model (Tiesnière L., 1959).

A similar view was held by a Slovak syntactician E. Paulini, who was the first to justify the use of valence theory in Czech and Slovak grammar. E. Paulini on the basis of the analysis of full verbs managed to combine the semantic and formal side of the phenomenon, which he named as the direction of action. The researcher noted that action as a dynamic feature of an object in space does not exist independently, so it is necessary to determine or assign the object to which it is directed, based either on the position of the agent (performer) or a patient, and defines intention as a fact when the verb whether the predicate requires or does not require the expression of an agent or patient of its action (Pauliny E., 1981).

J. Ruzhychka, developing E. Paulini's theory of intention, drew attention to its syntactic aspect, in particular to such points as the discrepancy between the intentional type and sentence structure and the possibility of modifying certain intentional types of verbs. A little later, the Czech syntacticians J. Bauer, M. Grepl, and V. Schmilauer, mostly agreeing with the well-founded notions of valence theory and the expediency of its use in linguistic Slavic studies, noted that all obligatory

components that have constitutive character should be considered valence-bound (Bauer J., Grepil M., 1980; Danesh F., 1997; Schmilauer V., 1969).

The main intentional types of minimal sentence structures are constituted from the verb action and its participants participatory (functional-semantic positions, which have a generalized character of agent, carrier of action or state, patient, adverbializer and qualifier).

These observations also apply to Slavic one-syllable sentences of the verb type, which preserve the nature of the intentional verb action, the ability to open a certain number of functional-semantic positions to be filled by the corresponding participants.

As noted in linguistic bohemianism, intentional and valence structures correlate with each other, forming complex minimal sentence structures (Andersh J., 1987). The correlation of the components of valence and intentional structures with each other indicates a close connection between the semantic and formal-syntactic organization of the sentence. Accordingly, the violation of the direct correspondence between the components of intentional and valence structures involves modifications of the minimum sentence structures. In Czech syntax, morphological-syntactic implementations of the main valence types of minimal sentence structures and lexical-semantic implementations of the main intentional types of minimal sentence structures are consistently determined at a specific level of syntactic-semantic sentence modeling.

According to Slavic researchers, the establishment of qualitative and quantitative structural characteristics of sentence models in Slavic languages should take into account the morphological and categorical design of the components of minimal sentence structures, as some morphological categories are syntactically relevant and affect the establishment and distinction of models, for example, case category. noun, and others - noun categories of gender and number, verb categories of person, number, gender, type, method, time, etc. - only lead to intra-model changes, without violating the unity of the model.

Used together with prepositions and without them, case forms of nouns are the main means of realization and differentiation of minimal structures and their modifications, and the nominative case as a direct formalizes the left-handed component, and genitive, dative, accusative, instrumental and local as indirect - valid. An important element of the interaction-valence theory of sentence members is the fact that in addition to case and prepositional-case forms, adverbs, adjectives, infinitives and subjunctives of complex sentences can also take part in the design and distinction of structural models of a sentence.

After all, the categorical nature of some statements about the special role of cases in the formation of minimal sentence structures is not always convincing, because the structural model can impose restrictions on specific lexical material that fills its functional and syntactic positions, in particular, for example, the verb promotes the formation of semantic groups one or another case.

Such theoretical generalizations of Czech grammarians are consistent with the opinion of I.R. Vykhovanets, who, on the basis of the Ukrainian language, substantiates and defends the thesis that verbs are the main carriers of valence in a sentence, while other carriers of valence - adjectives, adverbs and nouns - acquire valence properties only in connection with the verb, ie due to their movement into the primary predicative position for the verb (Vykhovanets, 1993).

Recall that in Czech and Ukrainian languages, as in other Slavic, semantic-syntactic valence of the predicate means its ability to combine with other words, to have a number of open positions that can or should be filled with units of the corresponding semantic nature, and the ability of the verb to set a certain number of functional-semantic positions for their participants to fill the action at the semantic-syntactic level - its intention, ie the predicate determines the quantitative composition of the components of the sentence and their semantic functions.

Based on the valence-intentional properties of predicate verbs, researchers determine a set of sentence models, or minimal sentence structures (základová větná struktura), which form minimal, but sufficient in structural and informative terms sentences.

According to most Slavic scholars Andersh (1987), Belichova (1982), Danesh (1997), Vykhovanets (1983) it is advisable to distinguish two levels of syntactic-semantic modeling of the

sentence, including impersonal – abstract and concrete: the first level highlights abstract valence and intentional types of minimal sentence structures, and the second - their specific morphological-syntactic and lexical-semantic realizations, ie specific structural and semantic models.

Czech syntactists define an impersonal sentence as a simple syntactic construction with a predicative basis that expresses the action (being), state (sign) of reality regardless of or indirectly relative to the figure, the bearer of the state.

The specificity of impersonal sentences in relation to other monosyllabic sentences is defined by researchers of Czech syntax as a way of expressing an action or state as independent of the actor, the bearer of the state, which provides two plans: irrelevance to the subject of action, state and indirect relativity to it.

It is necessary to emphasize the need to take into account the meaning of a person in the predicates of impersonal sentences, because in modern linguistics the category of person is mainly interpreted as a category of predicative type, which is inherent in each sentence of language, based on the ontological nature of speech in general.

## 2. THE STRUCTURAL CHARACTERISTICS OF SINGLE- SYLLABLE IMPERSONAL SENTENCES IN THE CZECH LANGUAGE

In the linguistic literature it is noted that the superficial structure of an impersonal sentence in Slavic languages is determined by two positions – the position of the main member and the position of the secondary member and respectively two members of the sentence - the main and secondary. The existing secondary member of an impersonal sentence extends the predicative core of the sentence or secondary members of the sentence, which are divided into determinant and adverbial secondary members.

Analyzing the corresponding syntactic units in the Ukrainian language, I. R. Vykhoanets affirms that the position of the determinant in impersonal sentences is characterized by the connection with the transformation of a complex sentence by folding one of the predicative parts, and complicated by determinants impersonal sentence is a semantically complicated construction with two or more predicates (Vykhovanets I.R.,1993).

In our opinion, the theoretical generalizations of the famous Ukrainian syntactist are fully consistent with the results of studies of Czech impersonal sentences, in which determinants are combined with the main member of an impersonal sentence by a weak subjunctive connection by means of adjoin, and the position of the determinant is mostly syntactic and analytical adverbs. After all, determinants in Czech, as well as in Ukrainian impersonal sentences do not have a fixed position and can indicate the characteristics of the subject. If there are several determinants, the position of each of them is determined by the proximity or remoteness from the main member of the impersonal sentence.

It is known that the specificity of the subordinate connection in the Slavic languages is reflected by the strong nature of the connection with its typical form-management, which is manifested in the fact that the supporting component by its lexical and grammatical nature requires a dependent component in some form to reveal its content, ie the base component contains the control potential (Danesh F., 1997). Comparison: *Zatmělo se jí v očích* (L. Ziková: 22); *Sklaplo mu v hlavě* (K. Mašek:70); *Na chvíli jí blesklo mozkiem* (K.Sezima:160).

The study of impersonal sentences against the background of other Czech monosyllabic structures revealed a strong nature of the subordinate connection in cases where the position of the dependent component is occupied by the accusative case. In this case, the semi-peripheral position is occupied by components that are combined not only with the reference component itself, but also with the words that depend on it. For example, in a sentence *Množství jablek, broskví a mukyní strženo bylo se stromů tíhou a dozrálostí* (J.Opolský:235) the component *se stromů* depends on the complex *Množství jablek, broskví a mukyní strženo bylo*.

In the peripheral position of the dependent component of the phrase there is an instrumental case, which is combined with the base component together with the dependent words in the form of

weak control. In the sentence *Množství jablek, broskví a mukyní strženo bylo se stromů tíhou a dozrálostí* component *tíhou a dozrálostí* depends on the complex *Množství jablek, broskví a mukyní strženo bylo se stromů*.

The implementation of a weak subordinate connection in word-combinations with a projection on the structure of the Czech impersonal sentence occurs by means of concord, the choice of which is determined by morphological factors: *komu se dostane čeho od koho*. Comparison: *Vždyť se vám dostalo výhodného pozadí* (F.Šrámek:288). This phenomenon can be traced in other Slavic languages when the expressed adjective with syntactic forms of the genus, number and case of the adjective dependent member of the word-combination is combined with the base noun, and the forms of the genus, number and case of the adjective are determined by the forms of the genus, number and case of the base noun.

In Czech impersonal units, in addition to the main member, secondary members of the sentence (determinant and adverbial secondary member) in the positional structure of the sentence are also positions of the supporting member and indirect secondary member of the sentence, which do not change the qualitative structure of the impersonal sentence, changing it only quantitatively. The supporting members in the structure of an impersonal sentence are connected by a coherent connection, which does not make qualitative changes, but only spreads the sentence through the introduction of new members, homogeneous in form and grammar.

This feature of the structure of Czech impersonal sentences, obviously, can be qualified as common Slavic, as it can be traced in East Slavic languages, in particular in Ukrainian, when the indirect subjunctive is characterized by inequality of its combined sentence members, one of which (dependent) is subordinate to the basic, on the one hand, and through the mediation of the reference correlates with the predicative core of the impersonal sentence. The comparison is Czech *Bylo mu uloženo vyplatit oslovenému dlůh, vlastně jen dvacet korun* (V.Dyk:262).

At the formal-grammatical level, the predicate in Czech impersonal sentences can be complicated by phase verbs. The predicative base necessarily includes a conjugative or auxiliary verb, although in determining the categorical affiliation of the main predicative member, predicative bases with proper impersonal and impersonal impersonal verbs, predicative adverbs, predicative forms on -no, -to, combinations of modal components with infinitive.

According to structural features, impersonal sentences of the Czech language are divided into simple, complex and compound predicative units. The main structural types of Czech impersonal sentences presented in the article take into account the valence of verb predicates, in particular those functional load of which can be traced both at the level of frequency of constructions in the analyzed texts and at the level of intentional parameters of predicative units.

Therefore, the structural model of the Czech impersonal sentence, in addition to the core, includes all the semantic components necessary for the realization of the communicative completeness of a particular impersonal unit without taking into account the species differentiation of predicates, because not always coincidence of structural characteristics.

At a specific level of syntactic-semantic modeling of a sentence, morphological-syntactic realizations of the main valence types of minimal sentence structures, ie structural models of a sentence, are determined. Determination of structural models of sentences is carried out taking into account the peculiarities of morphological and categorical design of the components of minimal sentence structures. The fact is taken into account that different morphological categories take part in the design of the components of minimal sentence structures, some of which are syntactically relevant, and others only lead to intramodel changes without violating the unity of the model.

Basic elementary impersonal predicative units in the Czech language are constructions with the main member expressed by an impersonal verb or a personal verb used in an impersonal form. Such structures in which the verb predicate is self-sufficient, ie does not open any additional functional-syntactic positions, in Czech linguistics are called structures with valence-free predicates (*struktury s predikáty bezvalečními*). One of the characteristic structures of impersonal predicative units in the Czech language is the impersonal sentences (12.5% of the total number of analyzed constructions).

Such sentences have a stable and at the same time limited morphological expression, because the function of the main member in them is performed only by an impersonal verb - without the particle *se* or with this particle.

In the Czech language, impersonal verbs are characterized by a narrow paradigm in terms of modal and temporal characteristics: *Svíτά. Dosud ještě nesvítaló. Musí už svítat* etc; in species oppositions: *sněží - zasněží*, therefore the number of impersonal verbs without the particle *se* is limited (*sněžit, svítat, pršet* etc.). This type of one-syllable sentences in the Czech language is the only sentence structure of the impersonal type, based on the avallence of the verb (structural model Vf imp); predicates here are usually verbs that call atmospheric phenomena *Mrzlo, až prašteló; Venku sněží; To se praší!; Zavři, táhne!*

Such predicates do not require any direct action or intervention by any object. If we are talking about the subject, then it is mainly a carrier of inertial action, although from the standpoint of valence bohemians describe such structures as twofold. Comparison: *Uhodilo – Uhodil blesk. Zatahuje se – Obloha se zatahuje*. Rather, here you can predict the circumstance of the place, comparison: *Odpoledne prší (Mája Z.); Smrákalo se, mžilo (B. Hrabal); Už svítalo (K. Sezima). Venku přestávalo pršet (O. Bočková).*

In verbs denoting the motion of matter, alternatively, the possible spread of the structure due to the circumstances of the place, clarifying "kde": *Prší - Venku prší - Do stanu prší. Na horách fouká - Od hor fouká. Tady praší – Praší se sem okny*. Important for the theory of impersonal sentence in the Czech language are the views on the problem of Czech grammarians F. Danes and Z. Glavsá, who believe that the use of circumstances in such a simple sentence model can not be qualified as a normative phenomenon. Therefore, such cases of using the circumstance in the actual impersonal sentences, in our opinion, are obligatory, because in the Czech literary language *Táhne* used only in combination *Tady / pode dveře táhne* etc.

The second group of impersonal sentences in the Czech language is formed by impersonal constructions built on the structural model V fimp refl, where the formative element is inverse verbs without constructive determinants. Unlike the first group of sentences, built in the Czech language on the structural model Vfimp, which is quantitatively limited, impersonal sentences with the particle *se* are widely represented in all Slavic languages, although the range of their semantic meanings is not wide - mostly an indication of weather, change of day, the value of success or failure and the state of beings, for example: *Zetmělo se (R.Jesenská); Podařilo se (K.Sezima); Neozvalo se (V.Dyk); Myslilo se (O.Theer); Zdálo se (K. Mašek); Stalo se (J. Hilbert); Jelo se (J. Durych); Tvrđilo se (K.Sezima); Pílo se a jedlo (J. Durych); Podařilo se! (J. Opolský); Hrálo se (V. Dyk); Filmuje se (K. Čapek)*. Such Czech impersonal sentences can be transformed into two-syllable constructions in which the verb-predicate is used without the particle *se*, losing the meaning of the generalized action, comparison: *O tom se ještě dodnes vypravuje – O tom ještě dodnes vypravují – Lidé/Všichni o tom ještě dodnes vypravují*. The possibility of such a transformation is explained by the fact that in the Czech language the reflexive form can be formed from almost any verb, including modal verbs *moci, mít, smět, musít/muset*.

Sentences in which the verb predicate reveals the positions of the object, the adverb, or both minor members are qualified in bohemianism as structures with valence predicates (*struktury s predikáty valečnými*). They form a fairly large group of constructions in the Czech language (50.6% of the total number of analyzed sentences) with verb predicates that express physical feelings, experiences, moods or mental state of a person and are represented by monovalent or divalent structural models. Such predicative units refer to an action when a person does not act as its direct performer, but rather experiences the action, and the fact of connection with a person of a certain event, mood or state always corresponds to one of the positions of the valence field, but never the position of the subject.

In the structural model of the impersonal sentence of the Czech language Vfimp - Adv the constitutive component is an adverb that has the value of the localizer of action (5.6% of the total number of analyzed constructions). Such impersonal sentences indicate the localization of the action in a particular object or place. Accordingly, there are two versions of the model - ADV "kde", for example: *Hučí v komíně (F. Šrámek); Straší v zámku (O. Theer); V podrostech harášilo (K.Sezima)* and ADV "kam", for example: *Nateklo do síně (V.Dyk); Zaklepano slabě na dveře (J.Hilbert); Uhodilo do stodoly (V.Dyk)*.

In the Czech language, the syntactic noun in the form of the genitive case is a mandatory component of the model is Vfimp - Sg (3.8% of the total number of analyzed constructions), for example: *Stačilo však jenom trochu sebevlády* (F. Šrámek); *Nezbývalo nic jiného než čekat* (I. Klíma); *Připadalo sněhu ale později se vyjasnilo* (J. Durych). Researchers note that the number of Czech verbs that can act as an impersonal predicate of constructions with a genitive case is limited. In fact, these are verbs that have the meaning of increasing or decreasing the number, volume or size of something, such as *ubývat*, *přibývat*, *napadat*, *připadat*. As our observations show, the meaning of complete, absolute absence can be expressed by specialized morphological means, in particular the use of a noun with a diminutive suffix in the form of the genitive case, comparison: *Nebilo ani človíčka* (I. Klíma).

It is known that the analyzed type of impersonal sentences can be correlated with the corresponding Czech two-syllable constructions, comparison: *Připadalo sněhu – Snih připadal*. The difference between these sentences is that impersonal construction takes as a special reading connected with more uncertainty, generalization of the concept which will be able to be a subject.

According to the structural model Vf imp refl - Sd in the Czech language a significant number of sentences is formed (16.9% of the total number of analyzed constructions), for example: *Mně se stalo!* (J. Hilbert); *Zdalo se mu* (J. Hilbert); *Nelíbilo se mi* (J. Matějka); *Připadalo jí* (Jan z Wojkowiez); *Připadalo mi* (O. Theer). The object in the form of the dative case, used in an impersonal sentence that conveys the action or state of the object (person), is close to the nominal subject in two-part constructions, comparison: *Rodiče mu zemřeli – (Jeho) rodiče zemřeli*; *Ztratil se mi pes – Ztratil se můj pes*. In cases where the predicate expresses not physical but mental actions, the semantic difference between one-syllable impersonal and two-syllable personal sentences is minimal, the comparison: *Spát se mi nechtělo – Nechtěl jsem spát*; *Nechtělo se mi věřit – Nechtěl jsem věřit*; *Chtělo se jí strašlivě zasmát – Chtěla strašlivě zasmát*.

A constitutive component of another structural model Vf imp - Sa is the accusative case of a noun or pronoun in state predicates (6.2% of the total number of analyzed constructions). Such a model forms sentences that express the physical or mental state of a person. For example: *Mrazí ho* (K. Sezima); *Štvalo mne* (O. Theer); *Mrzelo mě, že s naší chystané cesty sešlo* (I. Klíma); *Mne kručelo* (O. Bočková).

The accusative case, in contrast to the genitive, dative and instrumental cases, Czech syntaxists qualify as a peripheral morphological means of expression of the subject syntax, noting that the semantic variants of the accusative case can be replaced by syntagmatic, which, in turn, does not clearly define the place of accusative case on the axis of personality / impersonality. Therefore, the only function of the accusative case as one of the two object actants is the actant function, which is somehow caused by external action.

The study of the specifics of divalent structures of impersonal sentences in modern Slavic works on syntax is presented using a systematic approach to the study of linguistic phenomena, which involves the analysis of relevant syntactic units both at the level of language and at the level of speech. This allows us to identify models by which impersonal syntactic constructions are formed, anticipating their structural-semantic interaction. Thus, in the Czech language divalent structures are represented by structural models Vf imp - Sd - Adv; Vf imp refl - Sd - AdvQual; Vf imp - Sa - Adv; Vf imp - Si - Adv; Vf imp - Sa - Si organizational center of which is predicate syntaxes with the semantics of the state, which, according to researchers, can indicate the proper-state and the improper-state.

According to our observations, in quantitative equivalent, divalent structures account for 18.1% of the total number of analyzed structures, and predicates that convey the value of physical, physiological and mental state of a man, in addition to the position of the carrier of this state open the position of the state object, physiological or mental state, and the position of the valence field coincides with the object of the place. Comparison: *V hlavě se mu zamžilo* (H. Malířová); *Hrobnika bolelo skoro všude* (B. Říha); *V hlavě mu hučelo rychlými a bolestnými tepy* (K. Čapek).

Researchers note that in the Czech language there is a large group of impersonal sentences (according to our observations 28.1% of the total number of analyzed constructions), in which the verb *být* can act as a formal grammatical predicate. Like any other verb, the verb *být* in such sentences is a carrier of grammatical categories, but is not a real, “responsible” center of the sentence in the literal sense of the word, because the function of the semantic predicate is performed by the whole complex *být* +

predicate, although in Czech the verb *být* does not always act only in the function of the verb-connection (terminologically - *spona*) as we have in impersonal constructions, and as stated in the syntactic studies of Czech linguists (Havránek B., Jedlička A., 1981). Comparison: *Je student – Není student i Je mi líto – Není mi líto*.

Sentences with the predicative center *být* + predicate in Slavic languages usually indicate static meanings. Thus, among the studied Czech impersonal sentences, sentences with the predicative center *být* + predicate indicate the characteristics of atmospheric phenomena: *Bylo dusno, zřejmě na déšť* (I. Klíma); *Venku pršelo a bylo dost chladno* (P.Tigrid); *Tady bylo spíš vlhko a dopoledne pršelo* (H.Malířová); express a subjective-objective assessment of the situation or environment: *Je pěkně* (K. Mašek); *Bylo tak ticho v domě a venku* (Mája Z.); *Zase bylo ticho* (Bočková O.) or are used to indicate the physical or mental state of a person: *Není vám nevolno?* (K. Žák); *Ráno jí bylo hůře* (K. Sezima); *Jeli vám teplo, odložte si kabát* (H. Malířová). Among the analyzed impersonal sentences of the Czech language with a compound predicative base, predicative units with the main member-verb in the form of an infinitive and the auxiliary verb *být* most often function, for example: *Bylo mi často mírniti jeho prudký hněv* (V.Vančura); *Bylo cítit, že země chvěje* (K.Sezima); *Bylo slyšet výbuchy* (I.Klíma); *Nebylo těžké je nalézt* (F.Šrámek); adjective forms on -no, -to together with the auxiliary verb *být*, for example: *Pod stromy už plničko listů napadáno* (Mája Z.); *Bylo mi dovoleno býti hněvivým* (V.Vančura); *Mnoho spisovatelů bylo umlčeno a pronásledováno* (P.Tigrid); *Zaklepano slabě na dveře* (J.Hilbert); adverbs together with the auxiliary verb *být*, for example: *Tenkrátě mu bylo úzko* (P. Kles); *A tady je dusno* (I. Klíma); *Nebylo nám volno v pařížském vzduchu* (M. Jiránek); *Ale bylo mu v ní úzko a smutno* (H.Malířová); infinitive forms together with modal verbs and auxiliary verb *být*, for example: *Kéž by bylo možno zapomenuti* (Jiří K. ze Lvovic); *Jak bylo možno jíti v náhlém šeru* (V. Dyk); *K vůli rodičů už bylo možno oko přimhouřit* (K. Sezima).

Our observations on the structural characteristics of single- syllable impersonal sentences in the Czech language allowed us to identify the main features that determine this structural type of sentence among other single- syllable and the possibility of its modification. The most important structural feature of impersonal sentences in the Czech language is the presence of only one main predicative component, which subordinates the other components, if they are in the sentence, for example: *Zdálo se* (B. Říha:144); *Prší* (H. Pavlovská:40); *Zetmělo se* (R. Jesenská:53); *Sněží* (M. Majerová:61); *Hřímalo* (V.Vančura:102); *Tmělo se a tmělo* (K.Sezima:127). Unlike other types of one-syllable sentences, such an impersonal structural-grammatical center does not allow the introduction of the second polar component into the structural scheme.

The second very important differentiating feature of an impersonal sentence in the Czech language is the transposition of a potential subject in addition, most often in the form of the dative case, for example: *Ulevilo se mi* (R.Jesenská:57); *Bylo jí souzeno se státi světící* (J. K. zeLvovic:13); *Zatmělo se jí v očích* (L. Ziková:22); or generic, for example: *Hrobníka bolelo skoro všude* (B.Říha:75); *Zkratek se užívalo nejčastěji u názvů spolků* (D.Šlosar:97); or a finder, for example: *Ráno mě bolí v břiše* (B.Říha:61); *Mrzelo mě ...* (I.Klíma:212); or the inventive one, for example: *Vonělo tu pochybem větrů* (M.Majerová:100); *Dýchalo tu zmarem* (I.Klíma: 76); or local, for example: *V následných procesech bylo odsouzeno přes 600 lidí* (P.Tigrid:54); *Ve všech třech táborech se umíralo snadno a rychle* (B.Říha:14). In such constructions, the main member of an impersonal sentence does not depend on other members of the sentence and forms the structural basis of the sentence without their help.

### 3. THE SEMANTIC CHARACTERISTICS OF SINGLE- SYLLABLE IMPERSONAL SENTENCES IN THE CZECH LANGUAGE

In Czech linguistics, the problems of semantic syntax were studied by J.F. Andersch, J. Bauer, G. Belichova, F. Danesh, M., M. Grepl and other linguists, but despite the great list of researchers of this problem, in the reviewed works the synonymous of syntactists views is not traced. Moreover, almost each of them in their own way considered the issue of categorical concepts of semantic syntax using their own methodology of syntactic semantics, given the complex nature of sentence content and distinguishing three levels of representation - denotative, logical-semantic and linguistic-semantic.

If scientists correlate the denotative level of a sentence with real situations, ie real objects and relations between them, logical-semantic - with logical structures, concepts and relations between them, then linguistic-semantic is connected with semantic-syntactic structures, ie lexical components and relations between them.

The principles of research of syntactic semantics in the presented theories allowed to establish certain hierarchical relations, because the denotative level is the basis for the logical-semantic, on which, in turn, the linguistic-semantic is based. It is within the latter that the semantic structure of a sentence is established in close connection with its formal-syntactic organization.

In Ukrainian linguistics, the semantic approach to the study of impersonal sentences, taking into account both semantic and structural features, was initiated by N. M. Arvat. The researcher defines the semantic structure of a sentence as a semantic complex organized on a predicative basis, which is the result of the interaction of semantic components and reflects the relationship of the elements of reality. According to her, sentence semantics is realized in two ways: structural- semantic model, which reflects the morphological expression of sentence components and their semantic function, and semantic model, which is reproduced only by the component composition of the semantic structure of the sentence (Arvat N. M., 1976). Unfortunately, the well-known syntactist ignored the complex relationship between the semantic model of a sentence and its formal-grammatical expression, as well as the issue of a complex impersonal sentence.

An original approach to the study of semantic characteristics of sentence units was proposed by Ukrainian syntactist I. R. Vykhovanets, who studies the implementation of semantics in the formal-grammatical structure of a sentence based on the fact that a sentence is a multidimensional unit and should be analyzed taking into account its specifics. The scientist distinguishes four tiers in the sentence structure: formal-grammatical, semantic-syntactic, proper-semantic and proper-communicative, which, being in different relationships, have different relations to the content and form of the sentence (Vykhovanets I.R., 1993).

At the level of the actual semantic structure of the sentence, which conveys the logical structure of thought, the units are semantics, in particular the semantic predicate and dependent arguments. The researcher argues that it is the predicate that determines the number of non-predicate signs and together with them forms an elementary sentence, because the nature of the predicate, its semantic quality predicts what arguments will accompany it (Vykhovanets I.R., 1993).

The lack of unambiguous interpretation of the term "impersonal sentences" in Slavic science, in our opinion, is primarily due to the fact that on the categorical axis "personality / impersonality" intersect with "subjectivity / impersonality", "monosyllabic/disyllabic", "activity / passivity" (Vykhovanets I.R., Horodenska K.G., Rusanivsky B.M., 1983). The imperfection of the classifications made according to the degree of personality (personal, generalized-personal, indefinite-personal, impersonal) or structure (monosyllable, disyllable sentences) is noted by J.F. Andersh (Andersh J.f.,1987).

The most significant of these shortcomings, in his opinion, is the inconsistency of formal features with semantic opposition, as a result of which heterogeneous phenomena are united and homogeneous are separated (Andersh J.f.,1987). Therefore, an important result of our study is the

description of all possible projections of the universal category of personality / impersonality at the syntactic level of language, the study of its interaction and relationship with syntactic categories “subjectivity / subjectiveness”, “monosyllabic / disyllabic”, “activity / passivity” and etc.

Our study actively uses the theory of semantic syntax of Czech linguists (works of P. Adamets, G. Belichova, F. Danes, R. Mrazek), who believe that the semantic structure of a sentence should take into account the meaning of the predicate and its semantic-syntactic valence, which predicts qualitative and quantitative composition of left and right syntaxes. This approach made it possible to determine the semantic parameters of structures with proper impersonal verbs as predicates. It is noted that the quantitative limitation of predicates in the actual impersonal constructions of the Czech language is due to the specifics of the denotative characteristics of the sentence, ie the range of natural phenomena that, we think are outside the subject, is quite limited and has no tendency to spread.

Since the verbs-predicates of the impersonal group of sentences in the Czech language, as in most Slavic, are transitive, often monovalent, the semantic structure involves only one direct object, in fact - a passive subject, in particular, the semantics of a possible sub in such sentences is identical to the semantics of the predicate. Therefore, the subject in such structures is not only not perceived, but also perceived as superfluous, although semantically associated with the predicate and often has a common root with it. Comparison: *Zetmělo se; Tmělo se a tmělo; Stmívá se // Tma se stmívá; Nastává tma. Dosud se nespítalo // Světlo se nespítalo. Sněží // Pádá sněh. Leje // Lijak leje.*

The analyzed group of impersonal sentences in the Czech language mainly includes constructions that convey the names of natural phenomena, the state of the environment (8.1% of the total number of analyzed constructions). Therefore, the predicates that form the basis of these constructions are of appropriate importance, e.g. *Pršet; Šřit; Mokvat; Smrákat se; Mžit; Vyjasnit se; Oteplít se; Vanout; Sněžit*. The class of actually impersonal in the Czech language also partially includes constructions that denote the state of man, being (general meaning - a painful condition) (7.5% of the total number of analyzed constructions). In such sentences, the degree of subjectivity is slightly lower than in the previous type.

This is due to the fact that in the structure of the actual impersonal constructions that indicate the state of man, being, there is an indication of a person expressed by a specific name, which corresponds to the passive subject. The syncretism, integrity, inarticulateness of the subject-predicate semantics of such constructions come to the fore. For example: *Třásl se jeho (J. Hilbert); Chytlo mne a už nepustilo (J. Matělka); Mně kručelo v žaludku (O. Bočková); Štvalo mne z jedněch snů do druhých, bez ustání, bez milosrdenství (O.Theer).*

Among the Czech impersonal constructions, the predicative core of which consists of personal verbs that have acquired impersonality due to linguistic actualization, it is worth noting sentences that reflect the state of nature, environment, nature of the situation, as well as sentences that reflect the state of man, being. In particular, this group includes impersonal sentences in which the predicative nucleus is associated with verbs of thermoregulatory or olfactory semantics: *vonět, smrdit, táhnout, foukat, vanout* etc. (8.1% of all analyzed impersonal sentences).

In one-syllable predicative constructions, such personal verbs are used in the sense of impersonal and function in the “impersonal shell” - in the third person of singular of the present tense or in the form of the singular of the middle gender of the past tense. Because the semantics of these verbs does not foresee necessary impersonality, so obligate distributors are used to convey the impersonal meaning. Example: *V kuchyni vonělo kávou (H.Malířová); V jídelně vonělo jablky (J.Hilbert); Vonělo tu velikonočním mazancem, ruměným a křížem pukajícím (M.Majerová).*

It should be noted that this semantic specificity of Czech predicate verbs of this group, obviously, gives grounds for the formation on the basis of the same verbs used in the impersonal sense, metaphorical clichés such as *Vane (dychá) starobylostí; Tady smrdí kriminálem.* for example: *Ve světnici bylo teplo, vonělo tu úklidem (M. Majerová); Tahlo mne k ženám (O.Theer); Tahlo tam jakousi ztuchlinou bytu dlouho neužívaného a skoro odemřelého (K.Čapek).* The structure of these constructions, which conveys the meaning of generalization, objectivity and involuntaryness, allows without expressing additional structural elements to express the necessary emotional and evaluative

meaning in the form of a statement of fact, which, in our opinion, only reinforces the metaphorical nature of such clichés.

The next semantic subtype of impersonal sentences in the Czech language is formed by constructions that denote the state, the situation, which arose, as a rule, as a result of a natural disaster and led to negative, destructive consequences (6.3% of all analyzed impersonal sentences). In this model, the constructive component is a circumstance that has the value of the localizer of action, for example: *V podrostech harašilo* (K.Sezima); *Celé odpoledne se z ordinace jen kouřilo* (B. Říha). The predicative core of such sentences consists of verbs (or verb forms on - no, - to) of the corresponding semantics: *uhodit, zanést, zasypat, vytláčit, hučet, prasknout*, etc.

In other cases, there are impersonal constructions that indicate the state of man, being (46.3% of all analyzed impersonal sentences). Example: *Všem bylo trapno* (H.Malířová); *Bylo mi mdlo* (O.Theer); *Sklaplo mu v hlavě* (K.Mašek); *Chytlo mne a už nepustilo* (K. Sezima). The constructions that are part of this group, mainly indicate the state of the creature as caused from the outside, regardless of its will. In this case, the subject with the meaning of perception of a state is expressed by a syntax in the form of the dative case, it is removed from the position of the nominative, which is associated with the meaning of the active figure.

A separate group is formed by impersonal sentences, the predicative core of which consists of modal verbs that characterize the situational behavior of man (15.6% of all analyzed impersonal sentences). In the Czech language, as in other Slavic languages, the modal characteristics of the predicate are actually determined by the modal features of the verb. The imposition of an additional modal characteristic on the predicate of a sentence excludes the possibility of its imposition on a logical predicate, which can be traced when dividing a sentence into a subject and a rhyme.

For impersonal sentences of this group, a component with the meaning of a passive subject is obligatory, their semantics are completely connected with the characteristics of a person, a living being. The peculiarity of these impersonal sentences is that they convey a person attitude to any action, state or situation, which are not determined by the person himself, but by external causes and circumstances that do not depend on the will of the person. Example: *K vůli rodičů už bylo možno oko přimhouřit* (K.Sezima); *Je nutno s tím zacházet opatrně* (L.Vaculík); *Chtělo se jí najednou strašlivě se zasmát* (F.Šrámek); *Na to se mu sí brát ohled* (L.Vaculík).

Negative impersonal constructions (1.3% of the total number of analyzed constructions) deserve special attention. Example: *Po ráně nezůstalo ani památky* (V.Dyk); *Ale myslivci se také lépe nevedlo* (B.Hrabal); *Nestalo ani za řeč* (K. Sezima).

It is established that in Czech impersonal constructions with a genitive negative predicate is expressed mainly by a personal existential verb in the forms of present, past or future tense, as well as verbs such as *nezbýt, nezůstat, neminout, nechybět* and some others, for example: *Nebylo však vyloučeno* (I. Klíma); *Ale na tom nedalo se mnoho měnit* (V.Dyk). Each form of the verb paradigm can be used both as an independent sentence and as a component of a complex sentence.

Negative one-syllable impersonal sentences in the Czech language are semantically correlated with the corresponding two-syllable sentences, which function in the artistic style quite actively. When transforming such one-syllable sentences of the Czech language into two-syllables, the indirect case (genitive or dative) is replaced by a noun. The noun component in the genitive case can be qualified as a genitive partitive or a genitive negative.

As the analysis of the scientific literature on the researched question shows in Slavic languages the dependence of semantic-syntactic characteristics of a single-sentence on the possibilities of transformation of its structural units is traced. The selection of the semantic-syntactic tier of the sentence and its structural components - syntax gives linguistic science an additional opportunity to establish the specifics of the grammatical structure of any (in our case - Czech) language against the background of universal logical-semantic structures. Syntaxemes are the connecting link between semantems and members of a sentence and are the main semantic-syntactic projection of the corresponding language on its own semantic and formal-grammatical structure.

## CONCLUSIONS

Thus, the universal category “personality / impersonality”; in the Czech language is based on the reflection of the extralinguistic semantic construct “absence or elimination of the subject (object, person) of action or state”. The absence of the subject or its elimination is qualified as heterogeneous phenomena that arise at the conceptual level as a result of interaction of different tiers of the language system and affect the functional perspective and semantic-grammatical status of a single sentence as a syntactic unit.

In the conditions of impersonal functioning of personal verbs in the Czech language there is an implicit expression of the semantic subject, i.e. its successive reduction is traced both on formal-grammatical, and on semantic-syntactic levels of the sentence, and, consequently, impersonal use of personal verbs. units that differ from the relative two-syllable personal indirect expression or lack of expression, the implicitness of the subjective component.

The semantic structure of the predicative core of an impersonal sentence in the Czech language is determined by the qualitative level of impersonality: such constructions with the meaning of absence, impossibility of the person causing the action form a group of so-called impersonal constructions, for example: *Tmělo se a tmělo*; *Stmívá se*; *Smrákalo se a mžilo*, and constructions with the meaning of removing a person create a group of sentences, the impersonality of which arose as a result of linguistic actualization, the realization of linguistic semantics, e.g: *Mžiklo mi hlavou*. If the first group of constructions is quantitatively limited, and the units that are part of it can be listed with some reliability, the second group of sentences is an open value that can be supplemented taking into account the morphological features of the Czech language.

The transition from the personal structure of the sentence to the impersonal in the Czech language occurs: 1) under the condition of vague perception and differentiation of the actor and action as a result of the total impression of the action and the actor - *stmívá se*; 2) in cases where the figure himself is an instrument of some force - *uhodilo (bleskem)*; 3) in cases when instead of the figure the situation suggests what was not expressed in speech - *hoří, zvoní*; 4) in cases when different modal verbs with the meaning of necessity, coercion form an impersonal sentence, which is aimed at everyone and no one - *Je nutno s tím zacházet opatrně*; 5) in cases where there is a need to assess the internal psychological state - *Všem bylo trapno*.

The predicative base of impersonal sentences in the Czech language necessarily includes a full or auxiliary verb, which indicate the categorical characteristics of impersonality; structural and semantic features of impersonal units are most noticeable in sentences with proper and impersonal impersonal verbs, predicative adverbs, adjective forms on -no, -to and others.

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# **SOCIAL CAPITAL: VECTORS OF DEVELOPMENT OF BEHAVIORAL ECONOMICS**

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